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John Rhys on American Education. II.

[Moseley Report.—Part I appeared in THE SCHOOL JOURNAL of August 20.]

The American College.

The college as it exists in America has been described by one who knows it well, Professor West of Princeton University, as "the place of central importance in the historic outworking of American higher education," and it remains to-day, he says, "the one repository and shelter of liberal education as distinguished from technical or commerical training, the only available foundation for the erection of universities containing faculties devoted to the maintenance of pure learning, and the only institution which can furnish the preparation which is always desired, even tho it is not yet generally exacted, by the better professional schools." The course at an Amercan college leads to a bachelor's degree and extends regularly over four years, but owing to an increase in the age of entrance and other reasons it is sometimes cut down to three: in the case of the older and stronger colleges Professor West mentions the average age of entrance as 18 $\frac{1}{2}$. On the other hand, it would be well for us in connection with our technical schools to ponder over the following words of the same authority: "There is a noticeable tendency, growing stronger each year," he says, "to draw a sharp line between liberal and technical education, and to retain undergraduate college education in liberal studies as the best foundation for technical studies, thus elevating the latter to a professional dignity comparable with law, medicine, and divinity." Lastly, he believes that the true American is to be found in the Republic's college halls, and he writes as follows: "Scarcely one in a hundred of our white male youth of college age has gone to college. But this scanty contingent has furnished one-half of all the presidents of the United States, most of the justices of the supreme court, not far from one-half of the cabinet and of the national senate, and almost a third of the house of representatives. No other single class of equal numbers has been so potent in our national life." What a slight modification would make those words applicable to the colleges of our older universities and the great leaders of thought educated in them!

Next to the colleges and above them come the universities, as to which one has to say that, tho there is a multitude of institutions which call themselves universities, only a few of them need be treated as such—namely, the well-known universities of the Atlantic States and the neighboring ones, to which must be added the universities of the Centre and the West, which are of a more purely American growth, and are mainly supported by their respective States. All these are real universities, and the importance of most of them is growing every day. Besides them, however, as already hinted, the States are dotted with other institutions calling themselves universities, some of

which never were or attempted to be universities in any proper sense of the word, while others have settled down to honest college work. "Among the scores of titular universities," says Professor Perry, of Columbia University, "in this country most are merely colleges, some good, some indifferent, some so badly endowed and organized as to be not even good high schools." Most of those of this class are practically unknown to the world of letters; but in England, oftener perhaps in Wales, one is reminded of the existence of some of their number by the occasional fact that a minister who has made a preaching tour in the States comes home triumphantly dubbed D.D. and exhibits himself resplendent in robes of many colors. But the mighty growth of higher education in the States may be said to have steadily shed such institutions as mere excrescences, just as American Christianity is destined to rid itself of religious eccentricities from Mormonism down to the ravings of the last prophet to rise and draw away much people after him.

In America it is hardly ever possible to separate the university proper from the college, and Professor Perry writes as follows on this point: "There are still but two institutions which may be called even fragmentary universities entirely unconnected with a college: the Clark University of Worcester, Mass., and the Catholic University of America at Washington. Down to 1876, when the Johns Hopkins University was opened, whatever real university instruction was offered was organized at a college already existing, and even the founders of the Johns Hopkins, tho their chief purpose was avowedly to provide for university instruction of the highest grade, felt it necessary or at least advisable to organize a college also." But it is research that he regards as the mark of an American university, and from Harvard to the Golden Gate on the Pacific, from Minneapolis to New Orleans, he treats as universities the "many institutions which offer training in the methods of scientific research, opportunities for the prosecution of such research, and abundant facilities in the way of libraries, museums and laboratories, to those individuals who have had such preliminary training as to be able to profit fully by these advantages, and which certify by the formal bestowal of a particular degree or degrees that the individual receiving one of them has proved himself or herself to have acquired the methods and habits of such scientific research." In other words, these would be described in the technical language of the States as institutions which "offer to graduate students courses leading to advanced or higher degrees. Where such courses," he goes on to say, "are well organized and equipped and successfully maintained, there is a university at least in part, and, it may be, in the whole." Whether the institution do only this, or this and many other things besides, and whether it be called university or college, may be

important questions from some points of view, but for the purpose of these remarks I accept the existence of such organization for research work by graduates as the test of an American university, and by means of that test you sweep out of consideration the greater number of titular universities in America, which one may regard as separable accidents of the superabundant energy attending the giant growth of a young nation that as yet hardly knows her own mind and fully realizes no limitations.

So I return to the smaller number, the universities properly so called, but not in order to sit in judgment on them. Suffice it to say, that their professors are known to form a class of men second, probably, as scholars and researchers to no similar body in the Old World.

In the States a great deal has been made of the study of English, and of English literature, its history and sources. Not only has that produced excellent results but, owing largely to the fruitful labors of the late Professor Child, of Harvard, and the capable men trained by him, it has influenced the study of other literatures, notably those which have helped directly or indirectly to enlarge the scope of authors whose own language was English. Thus it has given a new impulse to the study of French and old French literature, and in some measure also to that of German, owing to the importance of the *matière de Bretagne* and the Arthurian romances in the development of English literature. Nay, the impulse from that quarter extends to Celtic and Celtic literature as supplying in many instances the key to the origin of the romances. The result is marked by the publication of original work in the form of monographs and dissertations on subjects selected from those suggested by French romance or Celtic story. I have made inquiries of the late Professor Child's distinguished pupil and successor at Harvard, Professor Kittredge, and of others occupying similar positions in other American universities, and some of them described to me how men engaged in the teaching profession would return to the university to take the degree of Ph.D., and would choose themes for their dissertations from the store-house of old romance. The selection would be effected with the help of the professor, who would also watch more or less closely over the candidate's study of it and the progress of his work of research generally. The direct object of the candidate is to improve his position as a teacher, let us say, of French or subjects connected with that language; but even when his eye is not exactly directed to French he has distinctly in view the improvement of his own position, and American feeling in matters of this kind is such that, apart from his love for the line of study he adopts, he will be rewarded by the improvement for which he looks.

Disappointment has sometimes of late been expressed in this country at our not having any results to show corresponding to the productions to which I have referred from America, for instance, in a letter from the pen of Mr. Nutt in *The Atheneum* for the 22nd of August last. It is now possible at Oxford, for example, for a man to take in connection with the school of English, or that of modern languages, a degree analogous to the American Ph.D.; but before he elects to offer a dissertation on a Celtic subject he may have every reason to consider whether that would help him in any way to earn a livelihood in the United Kingdom; it would probably not satisfy him to be told that it would help him in the United States, if he has no intention of migrating there. As a matter of experience I find no great difficulty in bringing together a small

class of Welshmen to read the *Mabinogion*, but it is seldom possible to turn out a Celtic scholar, as no one has the time to study a new subject, such as Irish and Irish literature. My countrymen are usually not blessed with private means, and their energies have, therefore, to be directed to acquiring command of the English tongue, and above all of the classics, of mathematics, or of such other subjects as are likely to help them to earn a livelihood by teaching, preaching, or doing something else. Could Celtic, for instance, be relied on to advance a man's prospects in the British Empire results might be expected in time to follow similar to those which have been pointed out on the other side of the Atlantic. As things are, the American system proves here again the more elastic in practice, and public opinion in the scholastic world of the States is more appreciative of scholarship apart from the precise setting in which it is presented.

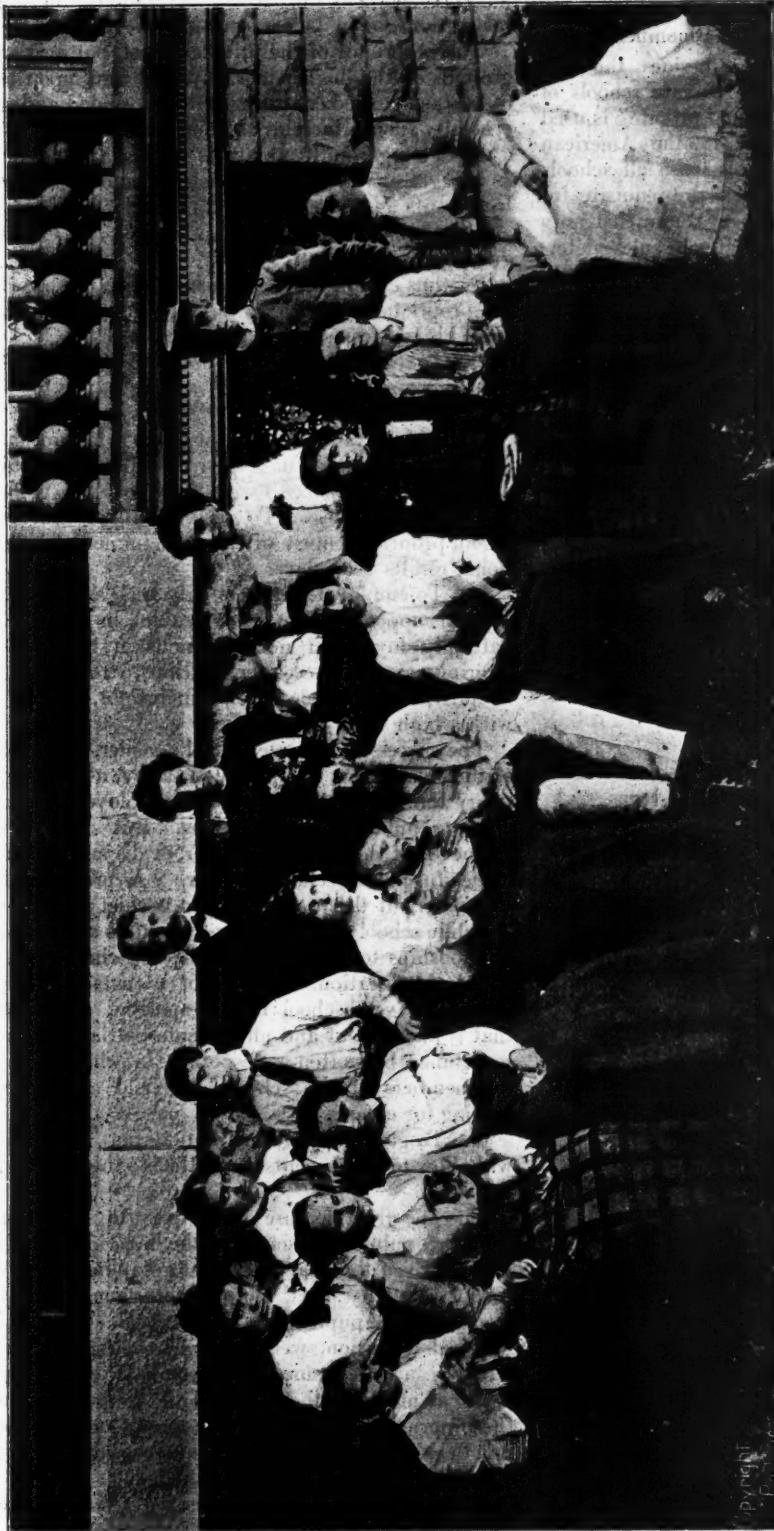
No other country in the world offers such a vast field for educational fads, and there are some to be found in the States, but I have been surprised to come across so few. In order to judge of the efficiency of the teaching in the schools, whether public (elementary) or secondary (high), I made it, wherever I found



Miss Margaret J. Evans, Dean of the Woman's Department, Carleton College, Northfield, Minn.

the opportunity, my practice to sit thru the lesson, or recitation as they call it there, and watch the progress of the most humdrum part of the work. But I may explain that I gave the preference to classes engaged on some language or literature, especially Latin and Greek, French and German, English and English literature, and, as the next choice, to arithmetic, algebra, and geometry. To be brief, I found the average of the teaching good, and some of it I should call excellent.

I am convinced that what American education has already achieved is but a very inadequate earnest of what it is going to do. The machinery is there in perfect order, and, if I am not greatly mistaken, more and more thorowness will be secured in the working of it, and the crudeness occasionally to be detected will be eliminated. An American who understands the character of his countrymen well places to the credit of that character alertness and adaptability, and against it a lack of thorowness; but that lack must be a far greater and deeper one than I take it to be if American educationists do not succeed in making an impression on it by improvements in the direction which I have indicated, and that in the immediate future.



Kant.

Educators have been requested to read Kant's "Critique," and upon trying to do so have laid it by in disgust because it has been found to be peculiarly dry and difficult. Zangwill says that "Kant made a revolution in thought comparable only to Galileo's in astronomy, and that while the general drift of the book is clear, it is a great pity that he wrote it in German. But I fear that if he had not been a German, he would not have been able to write it at all."

The complexity of German sentences is an index of the synthetic grasp of the Teutonic mind—it embraces in one conception (sometimes even in one word), what more discursive intellects require three sentences for. Kant's masterpiece has page upon page of quite admirable exposition, but as a whole it unites all that is most obscure in German thought with all that is most involved in German syntax. A London fog is a searchlight compared with some sections of Kant's "Critique."

MISS EDITH M. THURSTON, THOMAS STRINGER, MISS DORA DONALD, MISS ADA BUCKLES,
Perkins Inst. for the Blind. Supt. So. Dakota School for the Blind. Ohio Inst. for the Deaf. N. Y. Inst. for the Deaf (Fawood).

MR. W. H. VANTASSEL, MR. W. H. VANTASSEL, Linnie Haguewood,
Perkins Inst. for the Blind. N. Y. Inst. for the Deaf (Fawood).

MISS HELEN S. CONLEY, MR. WM. WADE, friend of all unfortunates. Catherine Peiderson,
Perkins Inst. for the Blind. N. Y. Inst. for the Deaf (Fawood).

MISS ADA E. LYON, MISS FLORENCE G. S. SMITH, KATIE McGIRR,
Ohio Inst. for the Deaf. N. Y. Inst. for the Deaf (Fawood).

ELIZABETH ROBIN, LESLIE F. OBEN,
Perkins Inst. for the Blind. Ohio Inst. for the Deaf ("Peppeal Motion").

The Private School.*

BY SUPT. WILLIAM E. CHANCELLOR, Bloomfield, N. J.

In modern American education besides the free common public schools, there are private schools of various kinds and grades. The term "private" is used in contra-distinction from public in the American sense of free to the public. In this sense all schools in which any fees are exacted as a pre-requisite for attendance, and those into which are admitted only such pupils as the schools choose upon rules determined by themselves, are private schools. They include schools without endowments and wholly dependent upon tuition fees and schools with endowments and either in whole or in part independent of tuition fees. In these meanings of the terms private and public, the State Universities are public, while such universities as Harvard and Leland Stanford, are private, and the high schools are public, while Girard college and the Phillips academies are private.

For the purposes of this very brief discussion of the administration of private schools, they may be divided into the proprietary schools without endowments and the fiduciary schools with endowments.† The discussion will be confined to those points in which such schools differ educationally from free common schools. A different discussion of private schools may be made by grouping them as day and boarding schools, giving in all four kinds of private schools, viz.:

1. Proprietary, day schools.
2. Fiduciary, day schools.
3. Proprietary, boarding schools.
4. Fiduciary, boarding schools.

The proprietary school is an educational enterprise run for economic returns to the proprietor, whose purpose is to furnish good educational opportunities for the money received. Its value to the students depends upon the character and ability of the proprietor. The proprietary school owned by a man, or by a partnership composed of men, of sound judgment, of high ideals, of wide and thoro scholarship, and of energy, and patronized by a clientele of cultivated and wealthy people, may be made a nobler and a more effective instrument of education than any endowed or public school for three reasons:

First, all undesirable pupils may be excluded so that the body of students is of high grade in character and ability.

Second, large salaries for instructors may be provided for relatively small classes of pupils.

Third, owing to the simplicity of the chief punishment, exclusion from the school, the discipline may be made perfect.

The first effort of the owner of such a school must be to fill it and to create a "waiting list." This ambition affects equally the kindergarten and the academy that is privately owned. The private school of this kind must have a standard number of pupils, whether twenty or two hundred, and enlargement of accommodations must be resorted to only upon long and thoro consideration. Vacancies must be filled promptly and without cut in price. The life of the proprietor is necessarily at a high tension. One poor teacher may work irreparable harm. One bad boy may equally injure the school. Summary and quiet removals are imperative. The discharge of the poor teacher and the expulsion of the bad boy are as good

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†For a discussion of the administration of the higher institutions of learning, see Thwing's admirable "College Administration."

advertisements as the success of graduates in higher institutions, or in business, or in society.

The proprietor of the private school, not only upon grounds of the higher morality, but also upon those of business expediency, ought to be guided and governed by such principles as these, viz.:

1. To regard all parents as clients and all pupils as charges or wards, and to insist upon being regarded by parents as an attorney and counselor in education, and by all pupils as a friendly but authoritative guardian.

By thus establishing and maintaining his position the proprietor establishes his independence and maintains his self-respect.

2. To aim at permanent financial success, and to use every reputable means to secure it, making such success the paramount object.

The unforgivable thing in business is failure; in the educational business of a private school, two things are unforgivable, success with dishonor, and financial failure for any cause. To secure business success, a school proprietor must often make immediate educational results secondary.

3. To employ as teachers only such as are attractive in appearance and agreeable in personality, naturally loyal and not ambitious in the sense of desiring personal success, industrious, strong, youthful in spirit, and not too shrewd in insight, honest, and with a high sense of honor.

The successful private school teacher, an employee of the owner, may secure a high salary, a much higher salary than those receive who are employed in corresponding public school positions. But such persons are never of the personal temper, or disposition, of the successful public school teacher. A private school centers about the proprietor who is chief in all things. A public school has no center, but offers several equal relationships to the principal, the superintendent, the board of education, the body of parents. The proprietary private school is a despotism, a despotism that is like a great and affectionate patriarchal family sometimes, but often a despotism in which many of the members of the school household are earnestly longing for escape.

4. To give the best instruction that his revenues will allow to his students in relation to their individual needs.

The one great feature of the private as compared with the public free school is the individual instruction.† Even tho the individual's stay in the private school is usually short, the proprietor ought to have a record of the pupil's age, intellectual acquirements, physical condition, weight, height, eyesight, hearing, strength upon entrance, and upon half year intervals. Quite as much as the principal of the public school, the proprietor of the private school ought to be a practical student of children and youth, a working psychologist.

5. To interest himself *in loco parentis* in the whole welfare of the student.

This principle applies equally to the proprietor of the day school and to the proprietor of the boarding school.**

†The intention here is not to discuss the relative advantages and disadvantages of private and of public schools, but to present suggestions concerning the administration of private schools.

**To affirm this principle is to rule out of the profession of education all persons who advertise to teach their students so much knowledge within a given period of time. To illustrate: The man who advertised in a certain city in nineteen hundred and three that he prepared boys for college and wasted no time on physical training or Bible reading, or anything not explicitly

The proprietary day school differs in the concerns of management from the proprietary boarding school in two important respects. The proprietor of the day school lives in the community of the parents, with any of whom he may consult at their homes or in his office whenever he desires. His discipline has such support as the parents by their character and time are able to give. He cannot isolate the students from their home environment, which may be good and may not be good. The fact that the parents sent their child to a day school may indicate any one of several facts, viz.:

1. The free schools may be very poor in quality.
2. Whether the free schools be good or bad, the child may be mischievous, malicious, defective, sickly, or otherwise not sufficiently normal to be able to go to the free school and to stay there.
3. The parents have sufficient wealth to afford to pay for special educational opportunities.
4. The parents may desire to separate their children from the free school children, because of any one of several reasons: pride, culture, ambition, discouragement.

The proprietor comes into personal relation with the parents upon these matters; and he must have a keen insight into the characters of adults as well as of children.

In a second respect the position of the owner of a day school differs from that of the owner of a boarding school. The former has not, while the latter has, control of the pupils' time out of the school hall. The burden upon the proprietor of the boarding school is very great; it is a burden of additional business, to furnish and care for rooms and meals, and a burden of additional responsibility, to see that the pupils' out-of-school time is well spent. In this respect the oppor-

connected with college entrance examinations, was not an educator; and evidently was very anxious to have the fact known. Similar illustrations of inculcating knowledge without "wasting time" upon education may be seen frequently in the advertisements and corroborated in the management of "Business Colleges."

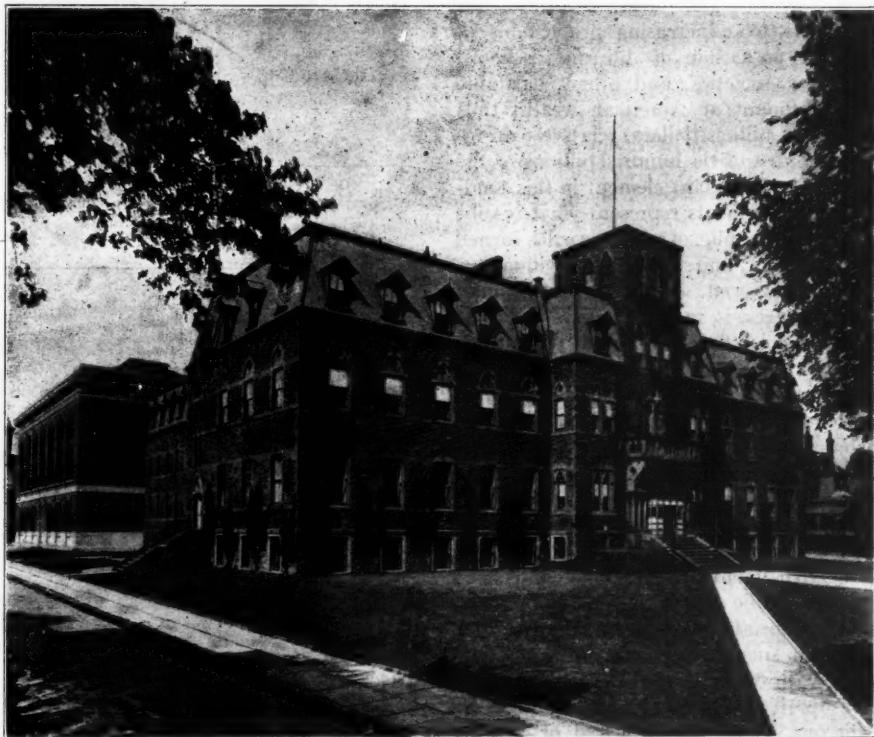
tunity of the proprietor of the day school is less. While he may greatly influence the parents and the pupils in regard to the use of afternoons and of evenings, of holidays and of vacations, he has no more authority in these matters than a free school principal.

It appears upon the face of the foregoing discussion that the successful proprietor of a day school must be a shrewd observer of human nature, a good judge of teachers, and a competent business man. The successful proprietor of a boarding school must be an unusually skilful business man and decidedly a student of education.

Midway between the private school that is entirely dependent upon the payments for the school privileges and the free public school is the private school with an endowment. In an economic sense the free school is an "endowed school;" the endowments being certain receipts from current taxes and from bond issues granted by the people of the district or of the state, or in their respective parts, by each. It is desirable to have a clear view of the exact position in the economic world, of the three forms of school that are under discussion here. Of the wealth produced by a nation utilizing its labor, land and capital, we may make the following analysis:

1. Wages for labor and salaries for services.
2. Taxes for government.
3. Rent of land.
4. Interest upon capital.
5. Profits for the managers of business.

Of these items, for the purposes of this discussion we may consider that everything except wages represents a portion of the surplus annually earned. This is not exactly true, since the wages of certain employees exceed the cost of their necessities of life. At the same time, it is ethically true that rent, interest, taxes, and profits ought to cease before the workers of the nation are reduced to poverty, which may be defined as that condition of life in which an individual has an income insufficient for the purchase of all



Main Building, Stevens Institute of Technology, Hoboken, N. J.

necessary food and clothing, shelter and fuel for himself, and those naturally dependent upon him.

Obviously, the free public school is supported by the second of the above items, the taxes. In a certain sense, the taxes represent both necessities and the surplus. Without government, most enterprises in modern business would cease at once, and dire starvation would set in. At the same time, the larger part of the annual taxes is spent for government purposes other than social protection. It is equally obvious that the pay school has few patrons that are dependent upon wages for their incomes. In consequence, the private school is distinctly an enterprise supported by the surplus wealth of the people. The pupils in private schools are characteristically the children of landlords, capitalists, and managers of business.

The private school with an endowment fund is to that extent, a landlord with rents and a capitalist with funds at interest. While the public school is supported by the levy of tax upon every piece of property within a given distance, the endowed private school is supported by levies of interest and rent upon various properties and business concerns. So far as the rents and interests are enforceable by the powers of government, the endowed school is a quasi-public enterprise.

A question naturally arises as to whether endowed social institutions are likely to increase or to diminish in wealth in proportion to the wealth of the entire country. It is remembered by those who ask this question, that in various civilized nations, at certain stages in their social development, churches and monasteries, schools and hospitals, have held relatively great amounts of real estate and other income-producing properties. Such undoubtedly is the tendency of this country at the present time. The wages of the wealth-producing employees at this time are scarcely twenty per cent. of the total wealth produced. The other eighty per cent. goes for taxes, rents, interest, and profit. Stocks, bonds, mortgages, and other estates in land are steadily gravitating into the hands of the wealthy, who pass increasing proportions of them over into the possession of libraries, schools, hospitals, missionary societies, and other charitable institutions. The amount of American wealth thus owned, has reached a billion dollars, relatively an inconsiderable sum in view of the hundred billions of the national wealth. The important element in this tendency is, that these endowments represent what is substantially a return to the public, of surplus wealth earned by the general community, and saved by individuals.

While a school endowed so richly that it may charge small tuition fees, is in many ways the most fortunate of all schools, the position of the principal or president is not necessarily more attractive than either that of the public school principal or superintendent, or that of the proprietor of a school supported entirely by tuitions. Like the superintendent of a public school system, the principal of an endowed academy is subject to a board of control, and is likewise concerned with the questions of income. Such a principal or president discusses endowments, their investments and income, and their increase, where the public school superintendent discusses current appropriations and bond issues. He has usually a much smaller field, for there are few endowed schools with over twenty or thirty teachers, and almost no superintendencies with less. Like the proprietor of the pay school, the principal of the endowed school must get students so as to increase his revenues. As already indicated, he has the additional

anxiety of trying to enlarge his endowments by securing donations from men of wealth. In particular he needs scholarships funds, so that deserving poor students may attend irrespective of their private means.

The endowed school has one great opportunity of service to the American people. It may fairly try experiments along new lines. Such experiments the proprietor of a day school scarcely dares to attempt lest he alienate his patrons. The public school principal or superintendent, can scarcely ever persuade his board of control to permit him to make the experiments. When the experiments fail, he is almost certain to lose his position. For the origination of progressive movements in education, we must continue to look to endowed schools. Similarly, to private schools we may look for the preservation of the interests of individuals. Correspondingly, we may always expect to find in the public schools, a system of education standardized for the preservation of society's general welfare.*

*Grave arguments are sometimes heard as to whether private or public schools require in their executive heads, men of the greater ability and scholarship and of the finer character. Certain qualities all proprietors, presidents, principals, and superintendents must have in common. The routinist is safer in the free school than in the private. The man of weak health is better off in the free school, for the cares are less. The gains of the successful private school manager will always be greater than the salary of the principal or superintendent, for the work is harder; in the case of the boarding school manager, the work is incomparably harder. On the other hand, the scholarship requirements of the free school positions are greater than are those of the proprietary positions of authority.



Spry vacation school children enjoying the bathing beach of Lake Michigan.



Spry vacation school excursion to River Forest.

This was the second outing for the season of 1904 and the largest in the history of the school. The splendid development of the vacation school idea by Mr. Henry S. Tibbets, the principal, has been pictured in THE SCHOOL JOURNAL from time to time.

Regarding Private School Advertising.

By O. H. BLACKMAN, of the Frank Presbrey Company.

There is nothing mysterious about advertising. It is simply a matter of common sense allied with a certain amount of experience in "talking at long range," so to speak.

If you are a private school superintendent and the parents of the prospective pupil visit you to inquire about the details of your school, what would you do? The most natural thing would be to describe first of all your general educational ideas and the specific effects which your school aims to accomplish. You would naturally speak of your course of study, would give the parents some idea of the healthfulness of your location, the advantages of your equipment, the character of your faculty, and in case your school was an old established institution, you would mention the successful men and women who have been graduated and who now formed a living recommendation for your methods. Then you would conduct the parents over the building, explaining every detail carefully, and you would very naturally take them to a point where they might enjoy the most beautiful view of the school's surroundings.

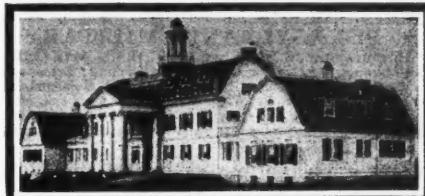
If this would be the natural thing to do in case the parents came to you, it would be equally forcible when the positions are reversed. Of course a personal visit to parents is impossible under ordinary circumstances and it has come to be a well-established custom for the large private schools to adopt the scheme of advertising in the leading magazines and supplementing it with a fully descriptive catalog.

The School Catalog.

The printed catalog gives the superintendent the fullest scope for presenting his school to the parents of prospective pupils. The modern perfection of the half-tone illustration gives unusual opportunities for showing interior views and landscape effects to the best advantage. Even at long range one can express much of the spirit and character of the school and its surroundings by the use of sufficient illustration. The most satisfactory school catalogs which are issued today are practically portfolios of views with only sufficient text to comment upon the views and to give the actually essential facts relative to the school.

In case the parents are able to visit the school they bear away with them a mental picture of the comfort of the school buildings and the beauty of their surroundings, and the most lasting impressions are those which enter thru the eyes, not through the ears. The same is true of the catalog. If a favorable impression is made by the illustrations, it will require but little additional help from the text to accomplish the ends you desire. The catalog, above all things, should be

well executed, as it depends for much of its effect upon the tastefulness and attractiveness of its typography. It would be much better judgment to issue a



Salisbury School

(INCORPORATED)

SALISBURY, CONN.

The Rt. Rev. H. C. POTTER, D.D., LL.D.
Bishop of New York,
President of Board of Directors.

A high grade school for boys. Located in the Berkshire Hills at an elevation of 1,000 feet, and 3 hours' journey from New York. The school property consists of 180 acres.

Buildings are new and perfect in every detail of equipment. The school appeals to parents who desire and can afford to surround their sons with superior educational advantages.

For further information apply to
Rev. GEO. E. QUAILE, M.A., Headmaster.



high class catalog and limit the amount of its distribution, rather than to attempt, with the same amount of money to reach a larger number of people. The text should above all things bring out the distinctive features—the personality, so to speak, of the school.

The General Advertisements.

There are two generally accepted ways of reaching the public; thru the great magazines and thru the columns of the local newspapers published in the town in which the school is located. If the school in question happens to be a small institution largely supported by local patronage, the local newspaper and the distribution of catalogs together with personal solicitation are the most direct ways of securing new pupils.

The suggestions given here, however, are aimed at the institution which covers a larger field. In such cases the territory from which pupils are drawn is very much wider, and parents all over the country can be appealed to directly thru an advertisement inserted in the leading monthly and weekly publications. Advertising space is of course expensive and must be used to the best possible advantage. Common sense would therefore dictate that extreme care be used in expressing as fully as possible the spirit and character of the institution and accompanying it by the most characteristic

BETTS ACADEMY

On September 3rd the OLD BELL will ring in our 65th year.

What we do
We do Well

Appeals Especially to Students who wish to save time in preparation for universities, technical or professional schools. Who prefer a system of

SELECTED COURSES

to the limitation of "Forms" or "Classes." Who desire opportunities for special work in addition to regular courses—the needed personal direction and explanation—the work done by and with the student outside as well as in the recitation room.

The masters live in close fellowship with the students and this has proved a powerful factor in the development of character and intellectual growth.

The grounds are large and beautiful, and finely adapted for athletics and outdoor sports of all seasons.

WM. J. BETTS, M.A. (Yale), Principal

THE INDIVIDUAL THE BASIS OF WORK



PENNSYLVANIA MILITARY COLLEGE, CHESTER.

Civil Engineering (C.E.), Chemistry (B.S.), Arts (A.B.). Also Preparatory Courses of Study.

Fine Location; Ample Grounds; Spacious Buildings; Extensive Equipment; Excellent Sanitation; Pure Water.

Training: Scholastic, Military, Moral and Athletic.

Results: Vigor of Body, Mastery of Self, Manliness, Power and Efficiency.

"A military school of the best type in every respect," War Department.

Forty-third year begins September 21st, 1904. Catalogues of **COL. CHARLES E. HYATT, President.**

illustrations. This brings us to the keynote of the whole matter.

School Advertising MUST Express School Individuality.

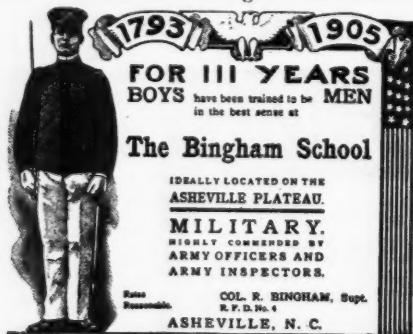
It is needless to say that if all the advertising which appeared in the magazines was absolutely uniform in its appearance on the page and in its general arguments, the reader would be utterly at a loss to make any choice. The effect of a general advertisement is in direct proportion to its success in expressing the individual character of the school and in making its appeal to the particular class from which it hopes to draw future pupils.

In magazines every fall there appear long columns of small advertisements which have no more character than so many calling cards. These may be of value and doubtless are, or they would not continue to appear. They certainly lack, however, the stamp of individuality and attractiveness. There seem to be a few essential points in framing a successful advertisement for a school. First, that the name and location of the school should be prominently displayed; second, that it should be accompanied by an illustration showing the characteristic features of the institution. This has been very successfully brought out in the case of the military schools, the schools which are prominent for their athletics, and in the case of girls' schools by the beauty of the buildings or the attractiveness of their surroundings.

In addition to the name of the school, its location, and the illustration, there is only a small space left for the type matter. In this small space must be expressed the one prominent feature of the school's curriculum. The several advertisements which are reproduced in this article express this idea of individuality. Each of them is well illustrated and each of them appeals in a few well chosen words to the special class from which those in charge desire to draw their next year's class.

The Follow-up System Applied to School Advertising.

In the world of business great stress is now laid



upon the necessity for following up all inquiries resulting from advertising. There seems to be no good

reason why the principle should not be applied to school advertising. The mainstay of the follow-up system as applied to schools is naturally the school catalog, and there are two general avenues for distribution: first, by sending catalogs to the old graduates of the school, and second, by mailing them in response to inquiries.

If the catalog be an expensive one and the list of former graduates is large, it may be necessary to get out a smaller booklet embodying the recent changes in the school together with any news which may be of interest to the alumni. These smaller booklets would be more appropriate to send out to graduates, who are of course already familiar with the general features of the school. They will serve to keep the graduates interested in the school's progress.

In addition to the catalogs forwarded in answer to inquiries there should also be sent a courteous letter appropriate to the circumstances. This letter should

New-York, New-York City.
The Misses Ely's School for Girls.

General and College Preparatory Courses.

Large recreation grounds.

Riverside Drive, 85th and 86th Streets.

New-York, New-York, 323 West 77th Street.
The Semple Boarding and Day School for Girls. Special Music, Languages, Art. Foreign travel and social recreation.

Mrs. DARRINGTON SEMPLE.

New-York, New-York, 733 Madison Ave. cor. 64th St.

French Boarding and Day School FOR GIRLS.

College Preparatory Course. Opens Oct. 5th.
Miss E. A. KEATING. Mme. LÉONIE BROWN (formerly of Ely School).

New-York, New-York, 6 West 48th Street, and Annex.

Miss Spence's Boarding and Day School for Girls. Number in each class limited to eight pupils.

New-York, New-York, 242 Lenox Ave., cor. 122d Street.

New-York Collegiate Institute.

Certificate admits to Cornell, Mt. Holyoke, Smith, Vassar, Wells, Wellesley. Miss Mary Schoonmaker.

Oct. 3d.

New-York, New-York, 726 Fifth Avenue.

Miss M. D. Huger,

BOARDING AND DAY SCHOOL FOR GIRLS.

New-York, New-York, 549 West End Avenue.

Miss Gerrish's Collegiate School

Fitting for College a specialty. Special courses of study.

New-York, New-York City, 6-8 East 46th Street.

St. Mary's School (EPISCOPAL). Founded 1869.

Boarding and day school for girls. Complete modern educational equipment. Preparation for college and foreign travel. Advantages of New York City. Address SISTER SUPERIOR.

Sept. 1904.

be followed within reasonable time by other letters, until the pupil is secured or it is definitely learned that other arrangements have been made. The school advertising can only secure inquiries, while upon the strength of the booklet and of the subsequent letters must depend the success of securing the scholars.

The great fault with a large amount of school advertising and catalog work alike lies in the fact that it is weighted down with an undue idea of the necessity for dignity. In this hustling age dignity is but little appreciated, and the advertisement or the booklet which states its case most clearly and most appealingly is very apt to secure the desired result. Dignity need not be sacrificed, but attractiveness must be the feature.

In closing it may be of interest to state that on looking over the magazines for the current year's ad-

vertising the schools which are most prominently featured are those whose advertising is in charge of some advertising agency or expert. This may be a coincidence, but on the whole it is only natural. A school superintendent is trained to conduct an educational institution, but he is so close to all the details that it is hard for him to present the distinguishing features of his institution to the general reader in a few words. The advertising man, on the contrary, sees it from the point of view of an outsider and is able to catch its spirit and its most characteristic feature and display them to the best advantage in "cold type." The wise superintendent nowadays has a faculty, each member of which teaches a special study. He has a clerk to take care of his supplies, a steward or matron to take care of the details of his large household and a competent physician is called in in case of sickness. Why should he not employ a specialist to advertise his school?

A Boys' School on the Sea.

The "American" Liner *Pennsylvania*, a modern steamship fitted with every convenience will start from Providence, R. I., on an educational cruise. It has been chartered by the Nautical Preparatory School which will maintain on shipboard a fully equipped school for boys. In addition to its well furnished dormitory, it has a fine gymnasium, library, museum, laboratory. An efficient corps of instructors has been engaged, and the pupils will have the opportunity to visit the principal seaports of the world. Two hundred and fifty cadet pupils are expected to take advantage of this remarkable opportunity for studying and preparing for American colleges, afloat on the blue ocean, and at the same time visiting every clime.

The Nautical Preparatory School aims to prepare boys for college or for business life. The courses are so arranged as to be illumined by the places visited and the experiences enjoyed. The standing of the school is such that many colleges will accept bearers of its graduating certificates without further examinations.

By order of the Navy department, Lieutenant-Commander C. H. Harlow, U. S. N. (active list), has been detailed to The Nautical Preparatory School on special duty as Superintendent and Captain of the *Pennsylvania*. He has cruised in all the waters of the world as a naval officer and navigator. Of his twenty-nine years of service, eighteen have been spent at sea, seven on shore duty and four at the Naval academy.

The *Pennsylvania* will be officered and manned by an experienced complement of navigating and engineering officers, together with sailors, mechanics, cooks, and stewards.

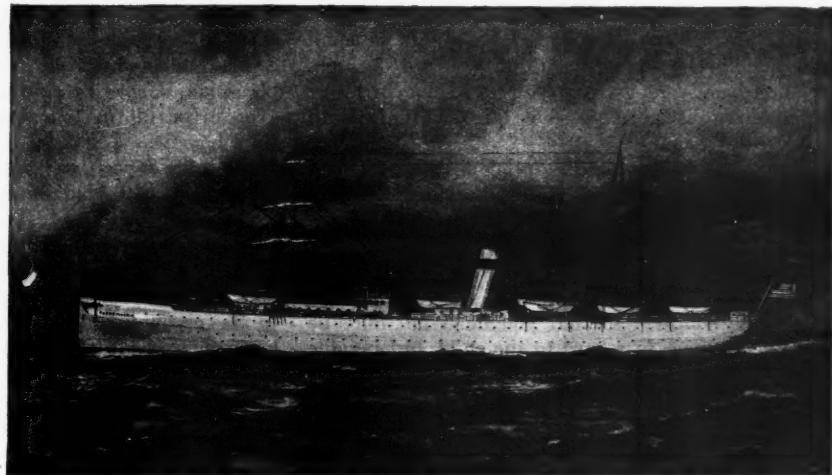
The educational work will be conducted by thirty-seven instructors, who will also be in charge of the visits of the student cadets ashore. No one is carried as a member of the faculty who has not had a large experience in the teaching of boys, and whose person-

ality is not pleasing or worthy of emulation. Individual instruction is made a special feature. Special talents that may show themselves in a pupil will receive careful attention.

The school is to be conducted under the same general rules as the United States Naval academy, the object being to develop self-reliant, strong, and manly boys. The drills include small arms, gun drill, setting up, arm and away boats, infantry, boats under oars and sail, pitching camp, etc. Every care is taken to keep each cadet in perfect physical condition. Two experienced physicians are part of the ship's complement, and a well-equipped sick-bay (hospital) is kept in readiness, in case of illness.

Short cruises under sail or in the launches are also arranged for. In addition to sightseeing under the direction of men who understand boys there are to be athletic contests ashore.

The cruise will follow the temperate climate. The *Pennsylvania* will touch at Halifax, and then make for the Hebrides and the Orkneys. Edinburgh, Christiania, Copenhagen, and Kiel will be visited in October. The route will then be southward. Antwerp, London, Havre, Paris, Lisbon, Cadiz, and Gibraltar will be the places of greatest interest visited in



The "Pennsylvania" is a safe and comfortable ship rated A1; 360 feet long, 44 feet beam, 25 feet draught. Equipment includes every device for comfort and safety—heat, light, ventilation, distilled water, cold storage, extensive kitchens and corps of servants. The ship manned by full crew of sailors and mechanics—cadets take no part in operation.

November. During December, the ship will stop at ports in Spain and southern France. The greater part of January will be spent on the Italian coast, visiting Leghorn, Rome, Naples, Capri, and Sicily. After a week in Greek waters it is planned to spend February on the northern coast of Africa, stopping at Tunis, Algiers, Tangier, and other Mediterranean ports. The route then lies straight across the Atlantic to the Antilles, and the latter part of March and all of April will be spent in the southern West Indies—Trinidad, Granada, St. Vincent, St. Kitts, and Porto Rico. During May, the ship will stop at Kingston (Jamaica), Havana, probably Nassau, Annapolis, and New York, finishing the cruise of nineteen thousand miles at Providence, on May 2d.

The cost of the complete course and cruise—tuition, food, transportation, clothing, expenses ashore and afloat—is but slightly more than the cost of tuition, food, and lodging at a high-class preparatory school ashore. Only boys of the ages of fourteen to nineteen, inclusive, and of good character are accepted, unexceptionable references concerning deportment being exacted in every case.

Hygiene of the Boarding School.

Bathing, Sleep, Exercise, and Food.

By EDWIN E. GRAHAM, Professor of Diseases of Children in Jefferson Medical College, Philadelphia.

Infancy and childhood are, in many respects, the most important and interesting periods of life; from a physiological standpoint, they are to be studied as being the periods of development and greatest functional activity; from a pathological standpoint, because, during this period, many diseases occur which are rarely or never observed in later life, and which present at this age peculiar features. But the chief reason for the special study of children, is that during this period of life there is the greatest amount of sickness and the largest number of deaths. If only the preventable deaths, I do not say all, that is impossible, but if the preventable deaths could be and were prevented, we could immediately stop immigration, and our country would still have a phenomenal growth. No fact is better known among physicians than that the first years of life constitute the period of greatest mortality. Statistics which have been collected on a large scale, show that ten per cent. of all children die before they are three months old, and twenty-five per cent. of children die under the age of five years. This applies only to large cities; in small towns and in the country, mortality is not so high. It is, however, very great. Now it is evidently our duty to lessen, as far as possible, this enormous death rate.

Remember that the child is father to the man, and if our children were properly fed, clothed, and developed they would quickly become a race superior to any that inhabit the earth, but the prejudices of most mothers, the ignorance of many, and the laziness of a few, are the greatest barriers to the full development of the children, so that you must not only be able to give advice in regard to the child, but be able to influence those having it in their care.

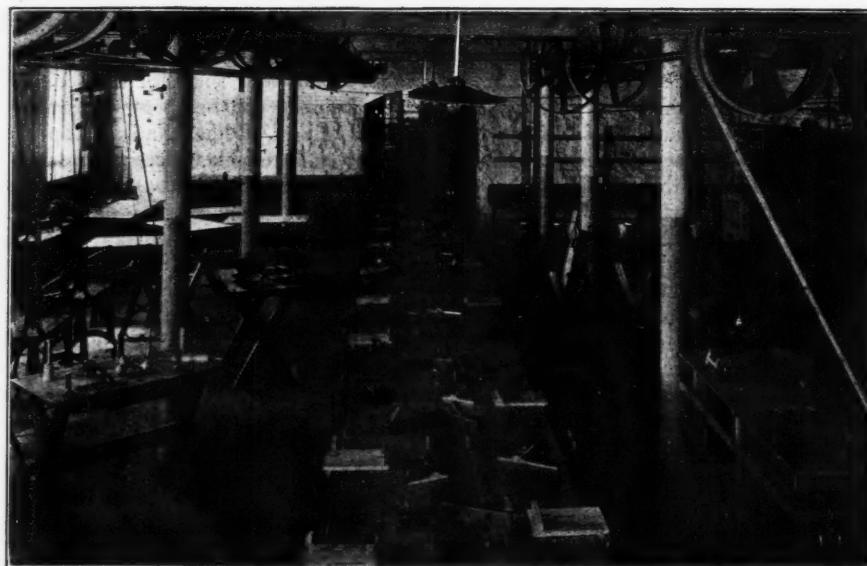
Before proceeding to the subject matter of this address, it is necessary for us to appreciate a few cardinal points in connection with the anatomy and physiology of children. Their organs are delicately

formed, containing a large proportion of water and hence easily injured. In children the bones contain more animal matter and less phosphates than in adults. The vertebral column is quite flexible; its flexibility is a ready cause for the frequent occurrence of curvature. The nervous system of the young is but in a preparatory condition. The brain contains a large percentage of water; gray and white matter differing very little in color and composition. Perhaps the most important point of all is this:—the digestive organs are utterly unable to digest many of the so-called ordinary foods such as are usually found on the tables of adults.

It will be impossible in the few minutes placed at my disposal to discuss in anything but a very brief manner, the different headings of my address.

Bathing.

The best time for the daily bath is immediately upon rising in the morning. The bath should be given in a room with a temperature of 72 degrees, the temperature of the water being about 75 degrees. The child should be protected from draughts, and stand on a thick bath rug, and not on a cold, wooden or tile floor, and the bath should not last longer than from three to five minutes, even if the water is tepid. The child should not, unless it is especially ordered by the physician, be given a cold bath. The cold bath, however, given in the following manner, is often of distinct benefit. The child is allowed to stand in warm water sufficient to cover the ankles, and then is quickly sponged off with cold water, and rubbed thoroughly with a warm Turkish towel. The cold bath acts distinctly as a tonic, providing the child reacts thoroughly after it. If, however, after the cold bath the lips and finger nails remain bluish, the bath has been a distinct shock to the circulation, and has been productive of more harm than good. A hot bath soothes the child, allays nervousness, and will often induce sleep. Care must be taken that the hands and finger nails are kept scrupulously clean, and children should be instructed as a matter of routine, to wash their hands before eating.



Woodworking Shop, Stevens Institute of Technology, Hoboken, N. J.

Sleep.

The bedroom should be large, airy, and sunny, and preferably heated by an open wood fire. The curtains should be of muslin or linen to insure easy and frequent washing; the light may be excluded by dark shades. All superfluous and heavy draperies should be dispensed with, and the floor covered with light, inexpensive rugs or carpet. The temperature of the room should not fall below 50 degrees during the night. Each child should have a separate bed, and if possible, a separate room. Children should go to bed at a regular hour; children under ten years of age should retire at eight o'clock, older ones not later than nine o'clock. Slight causes may keep the child awake, an overheated or poorly ventilated room, or too much bed clothing are among those causes most frequently overlooked. If there is decided restlessness in sleep, or a marked reduction in the amount of sleep, it usually indicates illness of some kind, and should be carefully looked into. A small hair pillow is all that is required under the head.

Nine or ten hours sleep are required for the rapidly developing and growing child. During sleep, the body is recovering from the fatigue and strain of the previous day's work and exercise, mental and physical, and is also storing up fuel to be used the succeeding day. An insufficient amount of sleep means that a deficient amount of strength, physical and nervous, is being manufactured and will surely result in a child who is below par. During sleep, the child should breathe with the lips closed. Mouth breathing, when not due to some abnormal condition in the nasopharynx, is often cured by training children to go to sleep with the lips closed. Night terrors and bad dreams are due, not infrequently, to improper eating, or reading to the child weird and unnatural stories.

Exercise.

When taking indoor exercise children should wear clothing that is rather loose, and if possible the exercise should be under the care of a competent instructor. It should be taken systematically; if possible, at the same hour every day. It should always be stopped short of fatigue, no heavy weights should be allowed, altho cork wands and very light dumb bells are sometimes beneficial. Music by the piano often conduces to good marching and good time of movements. The room should be well ventilated and especially suited to the purpose.

Outdoor exercise is by far the best. Care should be taken that the games are not too violent and that the children are never over-fatigued or not allowed to over-exert themselves. If possible, their games should amuse and interest them so that they will not feel that the exercise is work, but rather a pleasure. Recesses should be more frequent. The number of school hours for children from seven to nine years should not exceed three hours a day; from nine to twelve years, three to four hours a day; and after twelve years, never more than four or five hours a day, with frequent and ample recesses. Summer vacation should extend from June 15th to October 1st. The last two weeks of June and first two weeks of September do much harm, and in my opinion, little or no good.

School-rooms should be large, and if possible, lighted by southern exposure, properly heated, and kept at an even temperature of from 68 degrees to 70 degrees, and in winter every care should be taken that they are well ventilated and free from draughts.

The windows should be thrown open for a brief interval between classes.

Children should get, as a rule, sufficient exercise in their play, which is to be preferred to long walks, the latter being often fatiguing. Gardening is a most desirable exercise, each child being given its own little plot of flowering plants.

Food.

Three meals a day, as a rule, are sufficient for children. The heaviest meal should be given at noon. Breakfast should consist of something like the following:—fruit, cereal, egg, milk, and bread and butter; for dinner, soup, meat, potato, and one other vegetable, milk and bread and butter and a plain dessert; supper should be rather light, a cup of soup, bread and butter and stewed fruit. All cakes, candies, pastry, and fried foods of all kind should be forbidden. All bread should be at least twenty-four hours old, and the less tea and coffee the better. Chocolate and cocoa make good substitutes. Teachers and parents can often accomplish much by explaining to the child that proper food makes proper blood, and that this blood flowing thru their veins and bodies makes them strong and able to romp and play much better than the blood formed from cakes and candies.

The question of eating between meals is often brought up. If by between meals, an hour or more after the meal, or an hour or more before the meal is meant, I think there is no objection to the child having a glass of milk and a piece of bread and butter. The child's growth depends very largely upon its food, and the manner in which its food is eaten. It is well to see that the child masticates its food thoroly otherwise the foundation is laid for indigestion, a condition which may last more or less thru life.

Clothing.

The clothing of all children should be kept loose, especially around the neck, chest, abdomen, and pelvis. In order that the chest may develop properly and the normal activity of the lungs be not restricted by it, it is absolutely necessary that no compression of the thorax be permitted. The proper performance of digestion, the motor activity of the stomach and intestines, and the normal circulation and function of all the abdominal organs may be more or less interfered with unless loose garments are worn. All clothing should be supported from the shoulders, not from the chest or hips. Care must always be taken to keep the extremities warm, especially the hands and feet. In summer, gauze or very light flannel undervests are best. The child must be dressed with a view to its circulation, the thin, delicate boy requiring more clothing than the one who has a plentiful supply of fat. The shoes should be large and broad toed. Clothing must be worn with regard to the climate, and sudden changes in the weather. The tendency is, undoubtedly, to bundle children up too much. It is not wise to change too frequently the weight of the underclothing. A heavy or light coat is a very much better arrangement for changes in the temperature. In winter, the head, and if very cold weather the ears should be covered by a woolen cap.

Growth.

The age of puberty is one of great importance in the development of the entire body. This is the period of most rapid growth in the height and weight, and of the increase of the chest measurements, and of the lung capacity also. This is the period of the greatest

growth and development of the muscles of the arm and legs. The habit of allowing children of twelve years of age or less, to work in ill-ventilated apartments cannot be too strongly condemned. Such children invariably show a sub-normal development. Statistics collected with great care show that in England, children who work half-time in the mills show the following sub-normal development: eleven years of age, 7.5 per cent.; twelve years, 11.2 per cent.; thirteen years, 15.7 per cent.; fourteen years, 19 per cent.; fifteen years, 26.5 per cent. Could anyone wish a more striking example of the injurious effect of child labor?

In children, lung capacity increases with age faster than the length of the body, but the lung capacity does not increase as fast as the weight of the body. Too long school hours and too many lessons are not uncommon causes of interference with normal development, both physical and nervous.

Young children, especially in the public schools, are kept in school from five to six hours daily, and are also given too many lessons for home study. In addition to this, the schools are usually overcrowded, the ventilation often poor, and examinations and daily markings keep the child's nervous system in constant tension. One hour at a time is long enough to continue instruction to young children. Little time is given to recess and no time, as a rule, to outdoor sports. The strain of the child in school is equal in kind to the strenuous business life of to-day.

The weight of the child from the ninth to the fifteenth year of age has three periods of growth during the year; maximum, from August 1 to December 15; medium, from December 15 to April 30; and minimum from April 30 to July 31.

Of all animals, man has the longest period of development and the higher races of man differ widely in this respect from the lower. With the African race, the children develop rapidly, walk and talk early and may reach full development at the age of twelve years. The higher the final development, the more prolonged is the period of infancy and development.

In the very earliest period of life, the neurotic child is easily recognized. The offspring of weak and delicate parents is apt to be decidedly handicapped by beginning its life with an undersized body and weakened powers of resistance. In the words of Annie Payson Call, "One might as well try to make a white rose red by rouging its petals as to mold a child according to one's own idea of what a child should be. Water the rose, put it in the sun, keep the insect enemies away, and then enjoy it for itself. Give the child everything that is consistent with its best growth, but neither force the growth or limit it, and stand far enough off to see the individuality and profit by it."

The College Bond.

There is a strong tie between university men the world over; they respect those who have striven for a liberal education. This was illustrated at a little roadside tavern up in New Hampshire this summer. Some graduates had gone in to refresh themselves and sat at a table; about to separate one started the well-known song, "Gaudeteamus Igitur." (Let us rejoice, therefore, while we are young.) When they reached the last stanza of the Latin song a voice from the doorway joined in. There was a dilapidated tramp. He came in and said, "Heidelberg, 1873, shake."

Boarding School Discipline.*

By the REV. WILLIAM GREENOUGH THAYER,
Headmaster St. Mark's School, Southborough, Mass.

The methods of school discipline depend on the motive of school discipline. Educators will agree that the highest motive of the secondary school is the preparation of the boy for the best manhood, but they will differ widely in their opinions as to the place that discipline should have in the preparation—and consequently—in the primary motive of discipline. If the motive be keeping good order that class work and the daily routine may run smoothly, it is a comparatively simple problem. The schoolmaster may have for his motto—as it is written over Winchester gate—"Disce aut discede," translated by the Winchester boys, "Learn or get out," and if he enforces his rule he has shifted all the responsibility on his boys' shoulders. This is the easiest method, but it is too easy for a conscientious schoolmaster. Or he may reduce the whole matter to a system of rewards and punishments till the record of a school day sounds like the rule we used to learn as to certain verbs that take the dative case, words signifying "to benefit or injure, please or displease, command or obey, serve or resist, indulge, spare, pardon, threaten, persuade, and the like," and his government of the boy will be as uncertain as the boy's knowledge of the government of the dative case. Or again, the discipline may be an end in itself, and may be so efficiently planned and carried out that the school runs like a perfect clock, with all its members in proper adjustment and each member as soulless as the clock itself. The clock must be kept wound up, and its wheels are of little value except as part of the clock.

The present discussion has to do only with boarding schools, where the question of discipline has its most important interpretation. In the day school discipline has to do largely with present conduct—the means to ends—the means, good conduct, the ends, attention to instruction, learning the lesson, evidence of acquirement. The boarding school, on the other hand, is responsible for a boy's conduct in the largest sense, and above all for the development of his character. To meet this responsibility three distinct methods are in operation in our American schools. Each method at its best has succeeded in attaining the end toward which all these methods strive. A comparison, therefore, of the methods will discredit none.

Disce Aut Discede.

The first to consider is that of the old endowed New England academy, which has had an influence on our American educational life as wide as its good record is long. Here the supposition is that the boy has come because he wants an education. If he does not appreciate it, if he wastes his time, if he spends his energies in things that do not profit, or if he is a nuisance in the relations of school life, he had better be dropped as soon as possible—"disce aut discede." The traditions of scholarship are of such long standing that the boy is influenced by his surroundings, submits, or eventually departs. The school has more important matters to think about than matters of discipline, and expects the boy to work out his own salvation. The defence of the method is in the record of these schools and in the honored names of their graduates. Boys who go thru this independent training know what it is to stand on their own feet and are ready to

*From the New York *Evening Post*.

meet the world. But this method of making the boy responsible for his own discipline and conduct presupposes a purpose for right and a determination to do well. The result is the survival of the fittest. Scores of boys are not able to stand the test, because they have had no self training and few helps toward self-discipline, many of whom, by direction and assistance, would have learned the meaning of self-control. Theoretically, it is an elective system of morals, without the previous discipline in choice, which is the essential requirement in any elective system. The success of the system is due largely to its principle, that every boy is honest, faithful, and high-minded—that the very act of his coming is an evidence that he is worthy of confidence. The strength of schools of this theory lies in the strength of American young manhood.

The second theory is that of the military school, a strong contrast in its strict method to the freedom of the New England academy. Here every hour of the day is provided for with minute care. From the bugle call that wakes him to the bugle blast that puts out his light he is under orders. To be sure, he has his hours of recreation, when he is free to act; but in all school relations he is commanded and must obey. Thus by daily training he acquires habits of neatness, decorum, obedience, respect for authority, punctuality, orderliness, qualities of character which are of infinite value. Having learned to obey, he learns as he grows older how to command, and to his long list of good qualities he adds the power of leadership—essential to usefulness in the world. No one should undervalue the importance of this discipline in the making of manhood. The military method under wise direction has accomplished great results in American education, and there are hundreds of men who can trace the beginnings of character to the discipline of the military school. The danger of this theory of discipline is that obedience to an external command is the final test, and is often emphasized to the exclusion of the sense of moral responsibility. There is a higher motive for duty than obedience, for if that is the only motive, a sense of duty will disappear when out of hearing of the command.

Physical Condition of British School Children.

The report of the Physical Deterioration committee in Great Britain will doubtless result in far-reaching changes among the working classes of that country. The committee was appointed because of the numerous rejections of applications for the army, and was to make a preliminary enquiry, to be subsequently enlarged by a royal commission. After examining many witnesses, the committee made this report.

Emphasis is laid upon the organization of games for children, and that much greater use should be made of the present accommodation of school and public playgrounds. But the committee, altho cordially encouraging games, do not regard them as sufficient to supply the place of methodical physical training. While desirous that such exercise should take place in the open air, they urge upon local authorities the erection of adequate play-sheds, so that regular exercise may not be interrupted by irregularities of the weather.

Play is good, but some degree of exercise, in the opinion of the committee, shall be regular and systematic for growing girls and boys. In the case of boys, they recommend grants from the National Exchequer to all clubs or cadet corps where the training is of a military or semi-military character under approved inspection; and other public privileges.

The teaching of cookery in schools should be guided by principles laid down by the committee, and cooking classes should form the basis for much socially educational work among young women. Much stress is put upon mothers' meetings and lectures, and the distribution of leaflets on cooking. Continuation classes for girls beyond school age should be organized, attendance at which should be compulsory, subject to judicious direction on the part of the school authorities.

The Committee are very emphatic in recommending a systematical medical inspection of school children, which should be provided for by Parliament, particular attention to be paid to the teeth, eyes, and ears. Finally the committee think that Parliament should prohibit the sale of tobacco and cigarettes to children below a certain age, or in places frequented by them.



Carnegie Laboratory of Engineering, Stevens Institute of Technology, Hoboken, N. J.

The First President of the University of Virginia.

By *Adolphe Monell-Sayre*.

The acceptance by Dr. Edwin Anderson Alderman, president of Tulane university, of the presidency of the University of Virginia, is an educational event of the first magnitude. Dr. Alderman will be the first president of the university.

When Thomas Jefferson founded the University of Virginia, along with many original ideas, some of them far in advance of his day, he also, from a love of democracy, provided that there should be no official head. There was a chairman of the faculty, no more. Now all things can be carried to an extreme, even democracy, and that a large corporation, albeit an educational

on the bridge," he said in his inaugural address at Tulane, "is an error. There is no place for an autocrat in American education. The president must have power, and trust, and self confidence, and liberty, to carry out well-conceived plans, but his opinions must gain their weight from their wisdom rather than from their source." The most harmonious relations will immediately be established by such a man with his new faculty, and the difficult period of transition successfully bridged.

But the new president will have another and harder task. He must stimulate education throughout Virginia.

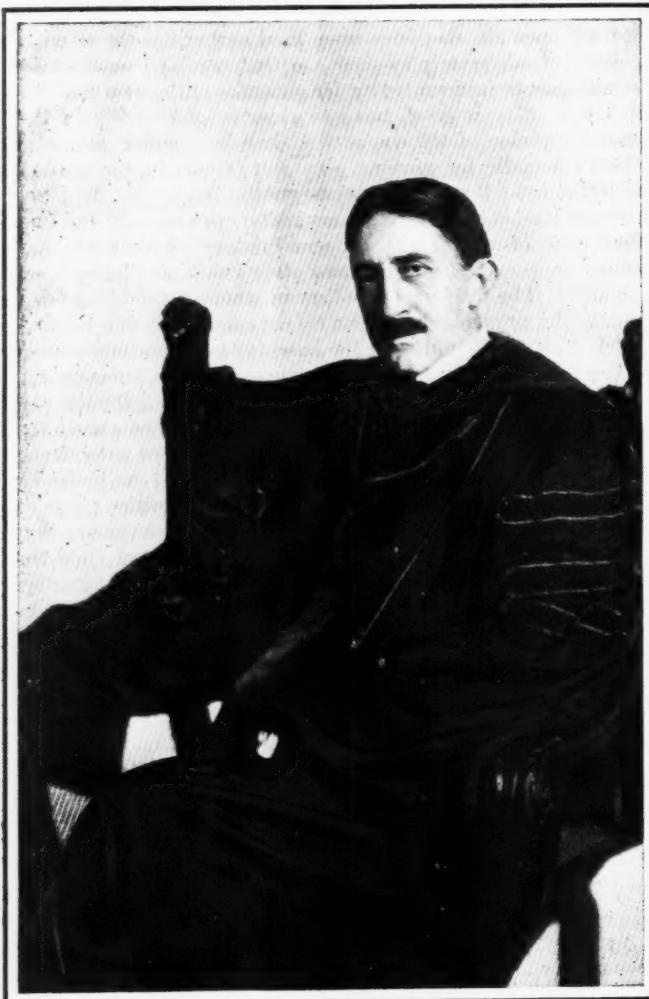
While that state has been noted for its admirable private schools, and in the William and Mary college possesses the second oldest institution of higher education in the United States, for a long period its university was the only public school, the system of public schools being little more than a generation in age. Furthermore, the high standard for which the University of Virginia has always been famous has been beyond the powers of the Virginia secondary schools to reach. There is therefore a gap in Virginia education which Dr. Alderman will undoubtedly set himself to fill.

Dr. Alderman's career has been that steady expanding usefulness on which the mind delights to dwell. He was born in Wilmington, North Carolina, forty-two years ago, preparing for college at the Bethel Military academy in Virginia, and thence going up to the University of North Carolina, "Chapel Hill." "Around the fireside in that world," Dr. Alderman says in a recent address, "the talk did not fall so much upon the kind of man who forms the syndicate or corners the stock market, or who wages the warfare of trade around the world, but rather upon the simple, old questions which might have been asked in the Homeric age: Is he free from sordidness or stain? Has he borne himself bravely in battle? Has he suffered somewhat with courage and dignity?"

He was graduated from the University of North Carolina in 1882, and decided to become a teacher. A half century earlier he would probably have chosen law or politics, for both of which his qualifications were conspicuous, but there came to his youth the wistful picture of the South, rich in

every favor of nature, and still more rich in the quality of her sons, sorely hindered by the lack of a wide-spread and progressive education, as she struggled upward from the desolation of a great war. There was a need of scholarly recruits, and young Alderman responded to the need.

He began his work as superintendent of schools at Goldsboro, North Carolina, and then became successively president of the North Carolina Teachers' assembly, state institute conductor for North Carolina, professor of history at the state normal school at Greensboro, professor of the history and philosophy of education at the University of North Carolina, president of that university and president of Tulane. His adminis-



Dr. Edwin Anderson Alderman, First President of the University of Virginia

one, should be without a directing head, has been shown by time to be a misfortune. Therefore after seventy years of trial, Virginia's university has set a president over the executive department.

Dr. Alderman's task is extremely difficult. He must institute a policy. He will have no precedent in his high office, and the faculty of the university, gentlemen, and scholars as they are, not having previously been under a governor may find the change somewhat difficult. But no one has any fear of the result.

Dr. Alderman's realization of an academic magistracy is too true to admit of blunders. "The conception of a president of a university as an autocrat

tration of the University at Chapel Hill was a signal success. There was progress in every feature of educational activity, the most promising being a steady and remarkable increase in the number of students, a thing of importance in the South, where the higher training is still accessible only to the comparative few.

In the four years at Tulane, Dr. Alderman not only greatly strengthened that university, but he awoke New Orleans to her educational possibilities, and in all the surrounding states—Louisiana, Alabama, Texas, Mississippi, and Arkansas—started a new epoch in education. A more liberal curriculum, a stronger faculty and larger resources have been left by him at Tulane, whose beautiful library will perpetually commemorate his presidency. When the Old Dominion invited him to come to her university, every one of prominence in Louisiana, from Governor Blanchard and the trustees of his university down, publicly besought him to remain in New Orleans as the chief guide of Tulane's fortunes.

The university of the South has conferred upon him a D. C. L. and he has been made an LL.D. by his alma mater, by Tulane, and by Johns Hopkins.

Dr. Alderman is an orator of singular persuasiveness and charm, and exercises over his audiences a power of exceptional force, but none of this charm or power is due to a lack of courage. The truth, in straight Saxon words, is presented to his auditors, no matter how it may disagree with their opinions, or the opinions of a wider audience beyond his voice. But it is the truth of a wide-viewing mind, who can frame many disconnected parts into an organic whole.

Thus he has ever studied carefully the problem which the negro presents. At all times he has insisted upon the right of the negro to an education and the necessity for the South to give it to him. Any plan to have separate educational funds based upon the proportion of taxation paid by the two races, has met in Dr. Alderman a vigorous opponent, as has likewise any form of peonage, that "greater curse than slavery." When President Roosevelt's luncheon to Booker Washington had caused feeling to run high in the South, and personal denunciation of opponents was bitter, Dr. Alderman, altho holding the conspicuous position of president of Tulane, went upon a platform in New Orleans, and to an audience which consisted almost entirely of negroes, introduced Booker Washington, with warm words of praise for the latter and his work at Tuskegee. But he added impressively that while the whites and the blacks should always be friends, each race must develop its social career separately, and that the white people of the South would never permit the negro to enjoy social equality or political control. "You should understand this," he said, "and understand it thoroly. And you must understand also that we take this position not in hatred, but in justice to you, to ourselves, and to civilization."

For Northern listeners, Dr. Alderman holds the same language. He has declared to them repeatedly that the Southern people are the most affectionate friends the negro has, and that they realize fully the solemn duty of the white man to give the negro a chance. But the Southern people know also that future history will judge them according to the wisdom they show in this grave matter, and that giving the negro a chance does not mean social equality nor political control. They know, declared Dr. Alderman, that it is the paramount duty of civilization always to protect the higher groups of society against the de-

teriorating influence of the lower groups, not that the lower groups should be prevented from rising, but that they should never be permitted to drag down the higher to their own low level, for then civilization decays. These are weighty and sane words.

The venerable age of the University of Virginia, the glory of her founder, the magnificence of her situation, and the singular beauty with which her buildings are adapted to that situation, strike even the casual visitor with awe. If he is read in the history of his country, he also knows how deep and wide has been her vivifying influence, and how many famous Americans have, as young men, trod her arcades. His affectionate admiration for her is therefore great, even if his own academic feelings are centered around far different scenes and under different skies.

One can therefore realize something of the love felt for the University of Virginia by her own sons, scattered throughout the entire South, and the intense interest with which they will follow the constructive career of her first president, to whom all America wishes God speed.



Examination Values.

An interesting tribute to the value of college examinations was rendered by Miss Hester Cunningham, secretary of Simmons college at the "experience meeting" of the Radcliffe Auxiliary, held in Bertram Hall, Cambridge, June 13. The Auxiliary, it should be said, is an organization recently effected for the purpose of making better known the ideals and methods of Radcliffe college. Its second public meeting was devoted to a series of talks from well known graduates, who explained what they got that was valuable from their college work. Miss Cunningham especially eulogized the examination system, saying:

"Of the influences for which I am chiefly grateful to my college course, first I value the systematization of mental habit which may be gained from the necessity of undergoing long examinations twice in the year. The preparation calls for a thoro review of your work, and it is vital to get a knowledge of it as a whole, in perspective, with the salient points distinguished. I can remember no more satisfying state than that of the absolute concentration that one falls into during a long examination. In a wonderful way vague associations are pulled forth from the corners of your mind and made to become a live part of your deposition thru your own effort, and in a wonderful way a question that is a blank on the first reading unfolds itself into a great suggestion under analysis. The pleasure of writing for uncounted hours without interruption or pause, the suddenness of awakening when the time nears its end, the delicious relaxation after you have left the room—these constitute a great experience. Under ordinary circumstances there would be about 102 hours of examination, divided into eight periods during the four years in college. The emergency, thus, is not for once only, but is repeated, and the student is habituated to it."

Miss Cunningham made it evident, of course, that it is the examination which tests for power rather than for mere memory which is especially valuable to the student.



Negotiations are being conducted for a parcels post convention between the United States and the Norwegian government. The draft of the treaty is now under consideration, and a copy will soon be forwarded to Christiania for King Oscar's signature. It is expected that the treaty will go into effect by October 1 next.

The Evolution of Radcliffe.

By FREDERICK W. COBURN, Boston.

Commencement at Radcliffe college this year, with a very large class graduated and many other evidences of material progress, was of a character to emphasize the services which have been rendered to the community by this really important educational experiment. Just twenty-five years have passed since the plans for a "woman's Harvard" were laid in Cambridge by a little group of people who took for their association the name of the Society for the Collegiate Instruction of Women. The result of considerations urged at that time was the opening in the following September of a school for the college education of women, which was presently dubbed "The Harvard Annex," an unofficial title which the school bore for many years. Its purpose was to afford to young women of college age courses of systematic instruction given by professors and teachers of Harvard college.

Fifteen years later, in 1894, the institution, in spite of its anomalous name and its still more anomalous relationship with the university to which it was "annexed" but of which it was no part, had in so far forth succeeded that it entered upon a new standing among the women's colleges of the country, receiving alike the name of Radcliffe college and the power of granting degrees in regular courses. At the same time its status was established as that of a college affiliated with Harvard university. This arrangement, even if not altogether satisfactory at that time to all the friends of the education of women, was at least far more satisfactory than the old one. In the ten years that have passed since it was created out of the former "Annex" Radcliffe College has prospered steadily. Each year it has had more students and better ones than the year before, and its degress, countersigned by the president of Harvard university to indicate that they are fully the equivalent of those granted to men, have become highly esteemed in the educational world.

There is a general impression in Cambridge that Radcliffe, under the presiding of Dean Briggs, of Harvard university, now stands at a beginning of a third period of development, one in which certainly the scope of its activities and its influence will be immensely broadened. The Cambridge institution is peculiar among the women's colleges of the country in that it has grown up not by anybody's fiat, not by the donations of any capitalist or group of capitalists, but entirely by virtue of a public demand for a certain sort of instruction. Specifically, a number of people in and about Boston have felt that women students ought to enjoy the advantages offered by Harvard instruction, by the university libraries, laboratories, museums and other educational apparatus which have been gathered in Cambridge. Just in what form these advantages were to be given to women was not, perhaps, apparent at the start; but somehow the desired result, however imperfectly, has from the start been achieved, without outside assistance, often awkwardly enough, and in the face of a good deal of opposition, until Radcliffe has come to stand in the sight of the community about it and of the entire country as a college that embodies distinct and vital ideas of education.

The rightness of these ideals is not here up for discussion. Radcliffe college at all events has always stood for freedom in the education of women. Its elective system is—except that its elective list is some-

what smaller because of the smaller number of students—quite as unrestricted as that of the men's college quarter of a mile away. Just as at Harvard, furthermore, it is understood at Radcliffe that the students are mature enough to watch over their own morals without excessive paternalism—in this case, perhaps, maternalism. Young people who cannot be thus trusted are not desired as students. Certain restrictions which would be placed upon young women in any well regulated home are imposed upon the Radcliffe girls, but the general attitude of the place favors a maximum of freedom with the minimum of proper restraint. In other words, not isolation from the world but contact with it is the prevailing ideal of the institution.

Similarly in the field of scholarship a consistent attempt has always been made in the co-operation of Radcliffe and Harvard to place the man and woman upon terms of absolute equality. Again the rightfulness or wrongfulness of this attempt need not be discussed. There may be reasons for sex differentiation in scholarship—reasons why men can safely and profitably follow certain studies from which the female mind is constitutionally averse; but that consideration has up to this time been given little weight at Radcliffe. Scholarship at the "woman's Harvard" is based on the scientific theory that truth and accuracy in mathematics, linguistics or economics know no sex; that, as far as possible, the personal equation must be eliminated in the search for correct knowledge and well-controlled power. The student is not, indeed, to be unsexed, but to learn to produce unsexed results. The reverence for truth, the independence of judgment and the freedom from dwarfing arrogance which have distinguished sound scholarship in all countries and in all ages belong, according to the Radcliffe doctrine, to neither sex, but to the well-developed personality of individuals of either sex. The underlying thought of the college, as it was expressed by one of the speakers at a recent Radcliffe meeting, is simply to put before young women, as before men, without limitation and without coercion, the best possible opportunity to adorn their lives "with all those things which it is well to have and not well to be without."

One of the indications that a new era in the history of Radcliffe is begin entered upon appears in the activity of the Radcliffe Auxiliary, an association, organized last winter by Mrs. Richard P. Cabot and others, specially interested in the college. It has already held two important public meetings.

Thruout the Commencement season this year the influence of this Auxiliary was strongly felt. Its government consists of the president of Radcliffe, Dean Le Baron R. Briggs, of Harvard college, the dean of Radcliffe, Miss Agnes Irwin, and the treasurer, Mr. Henry Lee Higginson, together with at least three representatives chosen by the associates from their own number and at least two graduates of the college. Beyond that the membership, which is now fifty-six, is made up of public-spirited citizens—not necessarily graduates of Radcliffe—who are interested in the education of women. The Auxiliary has various plans for increasing the usefulness of Radcliffe, hoping, amongst other projects, to be able to buy the Greenleaf estate of 94,000 square feet on Brattle street, a fine place with magnificent trees, which would give to the rapidly expanding college an entire square. Primarily the association is one which aims to spread the influence of Radcliffe and its ideals of life and scholarship, as well as to help the whole movement for the college education of women.

Stevens Institute of Technology.

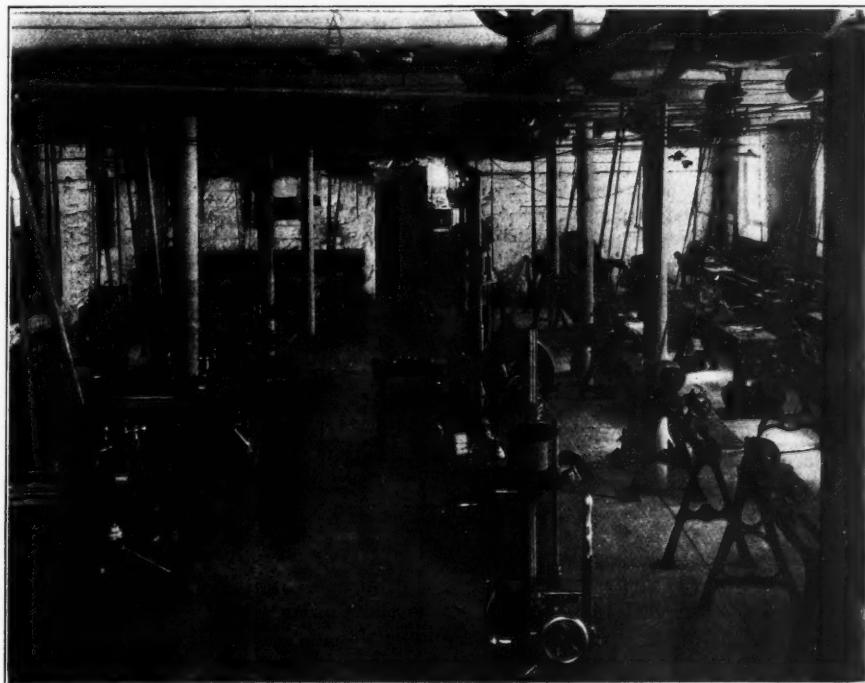
The first technical school to be established in the world for the teaching of mechanical engineering, was the Stevens Institute of Technology, Hoboken, New Jersey, which was founded in 1871 by Mr. Edwin A. Stevens, of the illustrious engineering family of that name.

The Stevens family were not merely famous engineers, they were pioneers in mechanical engineering, and the list of their achievements sounds like a chronicle of the great forward steps of the early nineteenth century. Col. John Stevens operated a steam propeller boat on the Hudson three years before Fulton's Clermont began her run, and his son, Robert L. Stevens, when he took the *Phoenix* from New York to Philadelphia, became the first man who ever drove a steam vessel over the waves of the ocean.

The first railroad track ever built in America was made on the Stevens estate at Hoboken, and the in-

difficulty. All the technical schools in America and Europe were then devoted chiefly to civil engineering, and there was nowhere a course in mechanical engineering which could be taken as a pattern. Yet so competent and far-seeing were the founders of their course, that altho much enlarged since, and with a few new subjects, such as electrical engineering, added to keep abreast of new discoveries, yet to-day the course is on the same lines as those on which it started thirty-three years ago, every growth having found a place within the scope of the original plan.

The work in the school is divided among the following departments: Physics, engineering practice, experimental engineering, mathematics, mechanical drawing and designing, chemistry, languages, (French or Spanish and German), English and logic. All of these departments must be taken to receive the degree. There are no options and no specializing. This has always distinguished Stevens, giving to her graduates a technical training sound and complete.



New Machine Shop, Stevens Institute of Technology.

vention of the tubular boiler by the head of the family was the occasion for the enactment of the first patent law, and the foundation of the Federal Patent Office.

The first elongated shell to be fired from cannon, the first circular iron fort to be revolved by steam, the T-rail and the railroad spike now in universal use for track construction, are all inventions of the Stevens'. And in 1841 they entered into negotiations with the United States for the construction of the first armor-plated battleship. It would take pages to record their important inventions alone.

When Mr. Edwin A. Stevens, the last of the three founders of this distinguished American home, died in 1868, it was found that by his will, a block of land in Hoboken, and \$650,000 were to be devoted to an "institution of learning," half a million to be the endowment fund. Hence arose Stevens Institute.

Dr. Henry Morton was elected the first president, and supervised the important work of laying the plans of the new foundation. This was a task of

Allied with the department of engineering practice is the work shop, wherein carpentry, blacksmithing, pattern-making, foundry-practice and steamfitting the students are given a carefully graduated series of experience. The work of this department is carried on amid the excellent equipment of the Carnegie Laboratory of Engineering, given by Mr. Andrew Carnegie in 1902. Mr. Carnegie added \$225,000 to the endowment fund at that time, which had also received from Dr. Morton most of the \$145,000 he gave to the institution of which he was president.

The department of English and logic is no mere *addendum*, but an integral part of the school's work. Each student is impressed with the importance to his career of being able to reason correctly and to express himself accurately in clear and forceful English, and the degree cannot be granted if the work here is not as thoroly done as in the other departments.

Dr. Morton died in 1902, and the trustees selected as his successor Dr. Alexander C. Humphreys, M. E. Stevens, '81, of the United Gas Improvement com-

pany. Dr. Humphreys created the department of business engineering, where the students are taught that their work is not purely theoretical, but must be practised in conformity with commercial conditions and limitations. Accounting, depreciation, shop cost, analysis of data, law of contracts and business methods in general are here presented to the young engineer. New York city, with its multitudinous commercial establishments, lies just across the river from the institute, and that part of the state of New Jersey surrounding Hoboken is crowded with industrial and manufacturing centers. To these, half-day or day trips are taken by classes when the mechanical contrivances to be viewed fit in with the contemporary class work. These are not holiday jaunts. The gigantic manufacturing plant, with its complicated and elaborate machinery must be as closely inspected as a class-room model, and the inspection must be as thorough and accurate as is the case with any task set at the institute itself.

Notes of New Books.

Spelling by Grades is a book that contains the words that are used in Baldwin's Readers, arranged for the most part, in the order of their occurrence. The words of the first and second readers are repeated, with their pronunciation. Words of special difficulty in the other readers, as well as most of the proper names, are pronounced in review lists. With these exceptions, no words are repeated. For the convenience of classes using the book as an independent speller, the words are arranged in numbered groups, each group representing a lesson. The gradation and arrangement are such that the book may be used with or without regard to the series of readers. (American Book Company, New York.)

To the well known Standard English Classic Series the publishers have added the *Essays of Charles Lamb*, selected and edited with introduction and notes by George Armstrong Wauchope, Professor of English in South Carolina college. This volume contains not only thirty-three of the most popular Elia papers, but the four essays on Hogarth, Shakespeare, Wither, and the Elizabethan dramatists, as representative of Lamb's best work as a critic. The introductory essay will be found exceedingly helpful, and the notes embody the results of ripe scholarship. Accompanying the notes on each essay is a set of questions and review topics illustrating the editor's original pedagogical methods of teaching literature. (Ginn & Company. List price, 50 cents; mailing price, 60 cents.)

The *American Historical Review* for April contained an extended notice of a new History of England by Charles M. Andrews, professor of history, Bryn Mawr college. This book is one of the Allyn & Bacon Series of histories published for use in secondary schools. "It is the high merit of this work that it is at once a model text-book and a scholarly history of Great Britain," is the opening sentence of the notice. It continues by saying that the teacher "may rejoice in a book which is not ostentatiously written down to the youth's supposed capacity. The thin diet too often served is enervating to both pupil and teacher. The stronger meat that Professor Andrews has wisely provided will prove an intellectual tonic. The apparatus of the book is also very satisfactory." There are twenty genealogical tables, seventeen maps and seventy-four illustrations, all of which were prepared with great care, and some of which are unique in character.

Professor Andrews has decided opinions and does not hesitate to express them. Thus, we are told that "The word 'shire' is not derived from 'share,' as is frequently asserted," and that "tun" or "vill" had no political importance, being "rarely mentioned in the laws." The entire treat-

ment of the subject is remarkably uniform and well balanced. Everywhere it reveals the hand, not of a compiler, but of a scholar who writes from the sources, with a full knowledge of the monographic literature. It is a real contribution to historical literature—what many text-books are not—and it should prove a powerful influence in advancing the scientific study of English history in American preparatory schools.

This series of histories is an important one. It was planned by the late Charles Kendall Adams, at one time president of Cornell university, and later president of the University of Wisconsin. Dr. Adams was for many years president of the American Historical Association, and he wielded a large influence in the annual meetings of that association, and wherever his voice was heard on historical subjects.

There are four other histories in the series. Three of them, an Ancient History and Modern History, and an Ancient World in two parts, were written by Prof. Willis M. West, of the University of Minnesota; a History of the United States was written by Dr. Adams and Prof. Trent of Columbia university. So generous a reception has been given the series that the authors and publishers can feel well repaid for their respective parts in placing on the market books of so high a standard. All of the books in the series which were published by the first of July last were adopted by the New York City board of education at their July meeting.

Another real contribution to the world's literature on historical lines has recently been issued by Allyn & Bacon—Platner's *Topography and Monuments of Ancient Rome*. This will be found a reference book of the highest value for all secondary schools and colleges of the United States. The presentation of the work is couched in such language that general readers will also be interested in this subject as treated by Prof. Platner. It will be a revelation to most readers to learn of the remarkable discoveries which have been made in the excavations of the Roman Forum during the past decade.

Charles Scribner's Sons have had a number of their educational text-books adopted within the last few weeks by school boards in various sections of the country. Gordy's "History of the United States," has been selected by the school board of Peoria, Ill., as the only American history to be used in the graded schools of the city. Duluth, Minn., and West Bethlehem, Pa., have adopted the same book for their graded work. The "Language Lessons" of Gordy & Meade, and the "Grammar Lessons" of the same authors, have been adopted for use in the schools of Peabody, Mass., as the ones to be used exclusively for work in the grades. Also, Gordy's "American Leaders and Heroes," has been chosen by the state of Indiana as the required primary history for the state course of study.

The Scribners have also received word that Kansas City Mo., has put their publication, James & Sandford's "Our Government" on the public school list.

San Antonio, Texas, and Los Angeles, Cal., have adopted Redway's "Commercial Geography," of the same house, for their schools. This text-book has likewise been chosen by Duluth, Erie, Pa., Lincoln, Neb., Flint, Mich., and Clyde, Ohio, together with a host of smaller places too numerous to record.

The Scribners announce that they will shortly issue "The Word Book," by Superintendent Greenwood, of Kansas City.

The University Publishing Co., New York, have several interesting new educational books on their shelves. Sarah Row Christy has written in "Pathways in Nature and Literature" a set of practical nature lessons which ought to stimulate the child to see the natural objects that surround him, instead of wandering dull and blind as so many grown-ups do. It is edited by the late Dr. Shaw, former dean of the New York University School of Pedagogy. Elenor E. Riggs, of New Orleans, has "Stories from Lands of Sunshine," containing the legends which tell how the familiar trees, plants, and flowers were born and grew. This ought surely to hold the children's attention.

A new edition of Cicero's Orations is also on the list of the University Company. The author is Robert W. Tunstall, classical master in the splendid Jacob Tome institute, which from its great endowment and the care with which its trustees are handling the large wealth placed in their hands ought to become the foremost secondary school of America, the pioneer in boys' education. Mr. Tunstall's position guarantees a scholarly and workable edition of Cicero. There is also a new edition by Professors Gildersleeve and Lodge of their Latin Composition.



Books Under Way.

Allyn & Bacon.

Plane Trigonometry by R. D. Bohannan, Ohio State University.

Four-Place Mathematical Tables, arranged by R. D. Bohannan.

Irving's Life of Goldsmith, Notes and Introduction by R. Adelaide Witham, Providence Classical High School.

American Book Company.

College Entrance Requirements in English, 1906.

Abbott's First Latin Writer.

Baldwin's Abraham Lincoln.

Wallach's Historical and Biographical Narratives.

Moore's New Commercial Arithmetic.

Hoadeley's Practical Measurements.

Maxwell's Elementary Grammar.

Chancellor's Arithmetic.

Carter's Nature Study.

GATEWAY SERIES.

Hunt's Progressive Speller.

Coleridge's Ancient Mariner.

Milton's Minor Poems.

Sir Roger de Coverley Papers

Tennyson's Idylls of the King.

Macbeth.

ROLFE'S SERIES.

Romeo and Juliet.

Henry V.

Richard III.

D. Appleton & Company.

Selections from Ovid, edited by Gordon J. Laing, University of Chicago.

The Autobiography of Thomas Platter, by Paul Monroe, Teachers College, New York.

History of Education, by F. V. N. Painter, Roanoke College.

Student's Field and Laboratory Manual of Physical Geography, by A. P. Brigham, Colgate University.

Xenophon's *Anabasis*, edited by C. F. Smith, University of Wisconsin.

History of American Literature, by W. P. Trent, Columbia University.

Selections from Bismarck's *Letters and Speeches*, edited by Hermann Schoenfeld, George Washington University.

Lodrix, *The Little Lake Dweller*, a Supplementary reader for the first grade, by Belle Wiley and Grace Willard Edick, Normal School, Rochester.

Children's Gardens, by Louise Klein Miller.

Julius Caesar, edited by W. H. McDougal, Belmont School, California.

Goldsmith's *Vicar of Wakefield*, edited by Louise Maitland. Klein *Geschichten fur Anfanger*, by Arnold.

Weiner-Spanhoofd, Washington High School.

Teachers' Manual for the Culture Readers, by Mrs. E. E. K. Warner.

The Baker & Taylor Company.

The Appreciation of Sculpture, by Russell Sturgis.

Our Christmas Tides, by Dr. Theodore L. Cuyler.

The Episcopalian, by Dr. Daniel D. Addison.

The Art of Caricature, by Grant Wright.

D. C. Heath & Company.

A History Syllabus for Secondary Schools, by the New England History Teachers' Association.

The Western United States: a Geographical Reader, by Harold W. Fairbanks.

Our Common Schools: their Administration and Supervision, by William E. Chancellor.

The Study of a Novel, by Prof. Selden L. Whitcomb, Iowa College.

Browning's *A Blot on the Scutcheon*, *In a Balcony*, *Colombe's Birthday*, and *The Soul's Tragedy*, edited by Professor Arlo Bates.

Chapman's *Bussy D'Ambois*, edited by Prof. F. S. Boas, Queen's College, Belfast, Ireland.

Webster's *The White Devil* and *The Duchess of Malfi*, edited by Prof. Martin W. Sampson, University of Indiana.

Robertson's *Society and Caste*, edited by T. Edgar Pemberton.

The Gospel of John in West Saxon, edited by Prof. James W. Bright, Johns Hopkins University.

The Gospel of Matthew in West Saxon, edited by Prof. James W. Bright, Johns Hopkins University.

The Battle of Maldon, and Short Poems from the Saxon Chronicle, edited by Walter J. Ledgefield, lecturer in the Imperial University of St. Petersburg.

Juliana, edited by Prof. William Strunk, Jr., Cornell University.

Hills & Ford's Spanish Grammar.

Bruce's *Grammaire Francaise*.

Helmholtz's *Populare Vortrage*, edited by Daniel M. Shumway.

A German Drill Book, by Dr. F. K. Ball, Phillips Exeter Academy.

Voltaire's *Zadig*, by Prof. I. Babbitt, Harvard University.

Meilhac & Helévy's *L'Ete de la Saint-Martin*, edited by V. E. Francois.

Hoffman's *Mozart auf der Reise nach Prag*, edited by W. G. Howard, Harvard University.

Chateaubriand's *Atala*, edited by Prof. Oscar Kuhns, Wesleyan University.

Ginn & Company.

Little Folks of Many Lands, by Lulu Maude Chance.

English History, by E. P. Cheyney.

Collodi's Adventures of Pinocchio, edited by Walter S. Camp.

Jones' Readers by Grades, Books VI, VII, and VIII, by L. H. Jones.

Storm's in St. Jungen, edited by J. H. Beckman.

Latin Composition, Part I, by Benj. L. D'Ooge.

Elements of the Differential and Integral Calculus, by Wm. A. Granville.

Readings in European History, by James Hawey Robinson.

Silver, Burdett & Co.

An Introductory Physiology, by H. W. Conn, Wesleyan University.

Essentials of Geometry, by Walter N. Bush and John B. Clarke, San Francisco Polytechnic High School.

Monday Morning Talks, by J. Herbert Phillips, Principal of High School Birmingham, Ala.

The School Journal,

NEW YORK, CHICAGO, AND BOSTON.

WEEK ENDING SEPTEMBER 3, 1904.

Private Schools.

Comparatively few people realize the importance of the private schools in the shaping of American character. The great educational exhibit at St. Louis gives practically no representation to them. Mr. Moseley's commission had not a word to say about them. The annual reports of the United States Commissioner of Education contain but slight suggestions of their share in the education of the young. If it were not for the advertising pages of the religious periodicals and the monthly magazines the extent of their wonderful development would be completely hidden from public view. The glory of the private school remains yet to be told.

Mr. Arthur Gilman, the director of the famous school for young ladies at Cambridge, Mass., has an article in the August *World To-Day*, which tells something of the vastness of the influence of private schools in the United States. He is himself a powerful factor in this field and many hundreds of lives have been affected by his great personality thru the young women who were privileged to attend his school. We look to him to press the just claims of private educational endeavor upon the attention of the world.

The private schools for boys are another factor of considerable consequence. Many a boy whom the machinery of the common school would have crushed down to a submediocrity has found scope for full development in a school which made the care of individuality its special purpose. With no Regents' examinations and similar Procrustean institutions to cripple genuine educational effort, the private school conducted on as high a plane as the Allan school at Newton, Mass., or the Penn Charter at Philadelphia, or the Flexner school at Louisville, or some others that might be mentioned, is rendering valuable service to humanity.

All good private schools, besides, give special attention to physical development and training in the social graces. Here the common schools have much to learn of them, tho the best of these have made a good beginning in these directions.

The publishers of text-books and the educational supply houses say, further, that private schools are more likely to be influenced by the claims of wares on a basis of pure merit than are boards of education. Political influence and extraneous inducements have no weight in this field. This is a more important point than appears on the face of it. The moral influence of a school that is free of taint in every detail of its management is a greater power than that where corruption, be it ever so infinitesimal, has entered.

The England of the present is said to bear the imprint of the Rugby of Thomas Arnold. A similar claim could not be sustained for any American school. But in degree our civilization is considerably indebted to private educational institutions, and more especially to the schools for girls. Cultured womanliness is a greater power in America to-day than any other one influence. And do we not owe this precious treasure chiefly to the schools which bend every effort toward the perfection of the education of our girls? The sweetness and light spread abroad by the graduates of the Gilman school in their spheres as wives

and mothers and in social life, is a refining force in the life of America. To the remarkable influence of Lasell Seminary THE SCHOOL JOURNAL has already referred on a previous occasion. The story of the usefulness of Smith college is yet to be told. But there is no need of multiplying examples. The debt which America owes to these institutions for the training of girls is an enormous one.

All good Americans should unite to build up the common school, and to bring every worthy social influence into its service. Here is the ground where the best humanitarian endeavors should unite. Meanwhile, the children have a right to the most efficient training now obtainable. If the common schools of a locality are not wholesome places for the bringing up of the young, it becomes the duty of all good citizens to labor for reform. But the children must be protected as much as possible until this end is accomplished. If the private schools are doing better work they should be patronized. It is best to keep plants in a greenhouse when nature without is in the throes of grim winter, or when destructive powers are threatening life or preventing full development. Nor would it be reasonable to leave precious flowers in charge of a gardener who permits weeds to choke them, thru lack of conscience or enlightenment, when better care can be obtained. The responsibility for the proper education of their children rests with the parents. This is a fundamental fact. Let them seriously ponder the question as to what school is best for their little ones.

The advantage of boarding school life to young people was discussed in a previous number of THE SCHOOL JOURNAL. The private school field is a most important one, and the work there done is a valuable contribution to the refinement of life thruout the country.

The Educational Exhibit. III.

Colorado has exceedingly interesting building models showing the development of school-houses in the state, from dugouts, sod huts, and log cabins to the splendid modern structures found in the wealthier communities. The Colorado bird books are an attractive feature. Colorado Springs has a fine manual training exhibit.

Newark, N. J., exhibits samples of a noteworthy experiment in English composition. Stories told by the teacher are creditably reproduced by the children of the second school year in their own language. According to the child's capacity and interest a story occupies from four to fifteen well written pages. Drill in idiomatic expressions, the memorizing of good prose, insistence upon neatness and accuracy in every exercise, and instruction in the mechanics of written language, seem to form the essential elements of the class-room course. The results will surprise many whose estimate of the capabilities is *a priori* or shaped by observations of the ordinary school products.

Montclair, N. J., has a much admired exhibit.

Delaware County, Indiana, shows photographs which serve as eloquent arguments in favor of the transportation of school children to central schools.

County Supt. Charles A. Van Matre has worked out a fine course of manual work for country schools.

The examination manuscripts of the South Dakota Teachers' Reading Circle suggest what may be done by the co-operative efforts of teachers in advancing professional development.

Declaration of Principles by the N. E. A.

At Its Convention, St. Louis, July 1, 1904.

1. We cannot emphasize too often the educational creed first promulgated more than a century ago that "Religion, morality and knowledge being necessary to good government and the happiness of mankind, schools and the means of education shall forever be encouraged." This declaration of the fathers must come to us now with newer and more solemn call when we remember that in many parts of our common country the fundamental questions of elementary education—local taxation, consolidation of weak schools, rational supervision, proper recognition of the teacher as an educator in the school system, school libraries, and well trained and well paid teachers—are still largely unsettled questions.

2. We would direct attention, therefore, to the necessity for a supervisor of ability and tact for every town, city, county, and state system of public schools. Not only are leaders needed in this position who can appreciate and stimulate the best professional work, but qualities of popular leadership are also demanded to the end that all classes of people may be so aroused that every future citizen of the Republic may have the very best opportunity for training in social and civic efficiency.

3. The very nature of the teacher's task demands that that task be entrusted only to men and women of culture and of intellectual and moral force. Inadequate compensation for educational work drives many efficient workers from the school room and prevents many men and women of large ambition for service from entering the profession. It is creditable neither to the profession nor to the general public that teachers of our children, even tho they can be secured, should be paid the paltry sum of \$300 a year, which is about the average annual salary of teachers thruout the country.

4. The Bureau of Education at Washington should be preserved in its integrity, and the dignity of its position maintained and increased. It should receive at the hands of our lawmakers such recognition and such appropriations as will enable it not only to employ all expert assistance necessary, but also to publish in convenient and usable form the results of investigations; thus making that department of our Government such a source of information and advice as will be most helpful to the people in conducting their campaigns of education.

5. We would emphasize the necessity for the development of public high schools wherever they can be supported properly, in order that the largest number possible of those who pass thru the elementary grades may have the advantage of broader training, and for the additional reason that the public elementary schools are taught largely by those who have no training beyond that given in the high school.

6. As long as more than half of our population is rural, the Rural School and its problems should receive the solicitous care of the National Educational Association. The Republic is vitally concerned in the educational development of every part of its territory. There must be no forgotten masses anywhere in our Union of States and Territories, nor in any one of its dependencies.

7. We believe that merit and merit alone should determine the employment and retention of teachers that, after due probation, tenure of office should be

permanent during efficiency and good behavior, and that promotions should be based on fitness, experience, professional growth, and fidelity to duty. We especially commend the efforts that are being made in many parts of the country whereby teachers, school officials, and the general public working together for a common purpose are securing better salaries for teachers and devising a better system for conserving the rights and privileges of all and for improving the efficiency of the schools.

8. We declare further that, granted equal character and efficiency, and equally successful experience, women are equally entitled with men to the honors and emoluments of the profession of teaching.

9. We advocate the enactment and rigid enforcement of appropriate laws relating to child labor, such as will protect the mental, moral and physical well-being of the child, and will be conducive to his educational development into American citizenship.

10. The responsibility for the success or failure of the schools rests wholly with the people and therefore the public schools should be kept as near to the people as practicable; to this end we endorse the principle of popular local government in all school matters.

11. Since education is a matter of the highest public concern, our public school system should be fully and adequately supported by taxation; and tax laws should be honestly and rigidly enforced both as to assessments and collection.

12. We congratulate and thank the management of the Louisiana Purchase Exposition for giving education first place in the scheme of classification, for the location and grandeur of its building, and for the extent and arrangement of the educational exhibits. Such recognition of education is in harmony with the genius of our democracy and will stimulate interest in popular education thruout the world.

Committee on Resolutions:

Charles D. McIver, of North Carolina, Chairman.

John W. Carr of Indiana.

Amelia C. Fruchte, of Missouri.

Margaret A. Haley, of Illinois.

Anna Tolman Smith, of District of Columbia.

Augustus S. Downing, of New York.

S. Y. Gillan, of Wisconsin.

Learning Things.

We Are All in the Apprentice Class.

When a simple change of diet brings back health and happiness the story is briefly told. A lady of Springfield, Ill. says: "After being afflicted for years with nervousness and heart trouble, I received a shock four years ago that left me in such a condition that my life was despaired of. I could get no relief from doctors nor from the numberless heart and nerve medicines I tried because I didn't know that the coffee was daily putting me back more than the doctors could put me ahead.

"Finally at the request of a friend I left off coffee and began the use of Postum and against my convictions I gradually improved in health until for the past six or eight months I have been entirely free from nervousness and those terrible sinking, weakening spells of heart trouble.

"My troubles all came from the use of coffee which I had drunk from childhood and yet they disappeared when I quit coffee and took up the use of Postum." Name given by Postum Co., Battle Creek, Mich.

Many people marvel at the effects of leaving off coffee and drinking Postum but there is nothing marvelous about it—only common sense.

Coffee is a destroyer—Postum is a re-builder. That's the reason. Look in each package for the famous little book, "The Road to Wellville."

School Equipment and the Educational Trade.

Under this head are given practical suggestions concerning aids to teaching and arrangement of school libraries, and descriptions of new material for schools and colleges. It is to be understood that all notes of school supplies are inserted for purposes of information only, and no paid advertisements are admitted. School boards, superintendents, and teachers will find many valuable notes from the educational supply market which will help them to keep up with the advances made in this important field. Correspondence is invited. Address letters to *Editor of THE SCHOOL JOURNAL*, 61 East 9th street, New York city.

We have watched with interest the erection of the new building of Hammacher, Schlemmer & Co. on Fourth avenue near Thirteenth street, New York. This will be a very handsome building, with an L front on Thirteenth street. The building was to have been finished last May, but when the builders wished to turn it over to the firm, it was found by them that all had not been done according to the specifications of the contract. The entire interior had to be torn out and replaced, and the occupancy of it delayed until September, when it is now hoped that it will be ready.

This care to see that their building fulfills the minutest details of its requirements is thoroughly characteristic of Hammacher, Schlemmer & Co., who always bestow the same care on their fine edge tools and tools for wood carving. This has given them fame all over the country, everyone feeling perfect confidence in every article turned out by them. They are an old firm, having been founded nearly a century ago, with an establishment on the Bowery.

The Bureau of Supplies and Accounts, United States Navy Department, invites bids until noon of September 6, to furnish at the New York Navy Yard a quantity of atlases and library books.

The Lothrop Publishing Company, of Boston, and Lee & Shepard, of that city, have combined under the name of the Lothrop, Lee & Shepard Company. Their offices will remain in Boston. The new company will not conduct an educational department, and therefore there will be no further announcements of school books from them.

A. J. Nystrom & Co., Chicago, have issued a catalog of globes and maps, which they say is the most complete ever published. It will be sent upon request. Nystrom & Co. are the publishers of the W. & A. K. Johnston's Maps, of which they offer a new American edition at a much less price than formerly.

Mr. Ives, head of the educational department of the Macmillan Company, has been visiting in Chicago for some time. He has now returned to his desk in New York.

Mr. G. R. Ellsler, the representative of The Macmillan Company in Philadelphia, recently paid a visit to the headquarters of the company in New York.

J. M. Olcott & Co., of New York, have recently filled an order for 8,000 of their improved green "blackboards," for the schools in the Philippine Islands. Where the rays of the sun are so penetrating, the advantage of the green boards over the black is easily perceived. Less heat is attracted by them, and the strain on the eyes is considerably lessened by using a color the same as that of the grass. A school-room framed in these green boards presents an aesthetic appearance, apart from any other attempt at adornment.

Silver, Burdett & Co. have re-arranged the departments of their large publishing house. Hereafter their establishment will consist of three divisions: the editorial department, the department of promotion and the department of publicity. The editorial department is headed by Dr. Chandler, who has recently become connected with the house. The department of promotion is to be in charge of Dudley N. Cowles and the department of publicity is under the control of Mr. C. F. Hodgson, who recently returned from the Philippines.

An application has been filed by the G. & C. Merriam Company of Springfield, Mass., in the United States District Court sitting in Baltimore, for an injunction restraining a Baltimore firm of publishers from publishing or selling any dictionary bearing the name "Webster." The application to the court states that Noah Webster published his dictionaries thru the Merriam Company, and after his death his heirs made arrangements for a continuation of such publication.

Steel Lockers.

Merritt & Co., of Philadelphia, are steadily increasing their business in steel lockers. The use of lockers in schools is now considered a necessity by all progressive school authorities, but too many still permit the use of the old wooden lockers, which are unsanitary, unclean and neither protect the property of the pupils from intrusion nor allow the teachers to inspect them easily without disturbing their contents. They are also unsightly and increase the fire risk.

The steel lockers manufactured by Merritt & Co. are satisfactory to the eye and fulfil all the requirements of cleanliness, durability, and protection, while they can be easily inspected and washed with hose, and they do not harbor insects. The company has just installed nearly seven hundred of the lockers in the University of Pennsylvania and over eleven hundred in the James E. Yeatman high school, St. Louis. They are preparing fifteen hundred more for the fine new high school in Seattle, Washington, and 250 for Brewster academy, at Wolfboro, New Hampshire.

A New Lunar Tellurian.

The Rev. T. P. Epes, D. D., of Blackstone, Va., who understands from practical experience the work of the school teacher, has invented a lunar-tellurian which has met with warm commendation from well-known educators in Virginia. It has a novel light apparatus, which shows



automatically the distribution of light and heat, the tropics, arctic circles, etc. Other features are a provision for varying the inclination of the earth's axis, attachments illustrating the flattening of the earth, an inclinator attachment for the study of the distribution of heat and light under any inclination of the earth's axis, and provisions for precession of the equinoxes and for producing the actual appearance of eclipses. An excellent manual accompanies the tellurian. This tellurian of Dr. Epes seems to illustrate very well the different relations of the heavenly bodies to the earth.

Private school managers have learned—many only after bitter experience—that teachers who do not make a study of their work are not worth having. The successful schools are taught by trained educators, ever on the alert for improvements that may increase their usefulness. A large number of the readers of THE SCHOOL JOURNAL are to be found among the leading private school teachers of the country. In a few instances the manager subscribes for every one of his teachers, believing the investment to be a profitable one. But generally the teachers take the paper of their own accord. By comparison private school teachers are far more generous in the support of publications aiming at genuine professional advancement than are those in the public schools. Dilettante work is not tolerated in the best private institutions; that is why.

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- Atwood's Arithmetic (by grades)
- Gordon's System of Reading
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Secondary

- Wells's Essentials of Algebra
- Wells's Essentials of Geometry
- Barton's Elements of Plane Surveying
- Newell's Descriptive Chemistry
- Colton's Zoölogy: Descriptive and Practical
- Colton's Physiology: Briefer Course
- Chute's Physical Laboratory Manual
- Stevens's Introduction to Botany
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- The Arden Shakespeare (19 vols.)
- Espenshade's Essentials of Composition and Rhetoric
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- Super's French Reader
- Joynes-Meissner German Grammar
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Dr. J. A. C. Chandler.

Dr. J. A. C. Chandler, the new editorial head of Silver, Burdett & Co., notwithstanding that he is still a young man, has long occupied a prominent place in the educational world of Virginia. Belonging to the well-known Chandler family of the Old Dominion, he received his A. B. and his A. M. from William and Mary, Virginia's oldest college, graduating as a Phi Beta Kappa. Upon graduation he became an instructor in English and history in his own college, and then went to take up advanced study at the Johns Hopkins university. He received his Ph. D. from that university for his work in history, English, and jurisprudence.

As principal of the public schools in Houston, Va., he became intimately acquainted with grade work, and deeply interested in primary school questions, questions which are of the first importance to Virginia. Thereafter his advancement has been rapid. He was dean of the Woman's college, Richmond, for three years, the last year serving as acting president of the institution. Then he accepted



Dr. Joel A. C. Chandler.

the chair of English in Richmond college, a chair distinguished by having been occupied by the late Dr. J. L. M. Curry, sometime minister to Spain, before he became the general director of the Peabody Educational Fund. After filling this chair for four years, Dr. Chandler resigned to become dean of the Richmond academy, a new school for boys which is intended to be a model in the line of secondary education, and to lead boys' training throughout the entire South. From there he comes to the editorial desk of Silver, Burdett & Co., to the great regret of all Richmond; Richmond college bestowing upon him the degree of LL. D. upon his departure from the city.

Everything that interested or benefited Virginia has always interested Dr. Chandler. He early published a "History of Representation in Virginia," and just before the recent Constitutional Convention in that state, wrote a timely "History of Suffrage in Virginia" (Hopkins Press). He is also the author of "Makers of Virginia History," and in collaboration, "Makers of American History" (Silver-Burdett). He is a member of the American Historical Association, and on the executive committee of the Historical Society of Virginia.

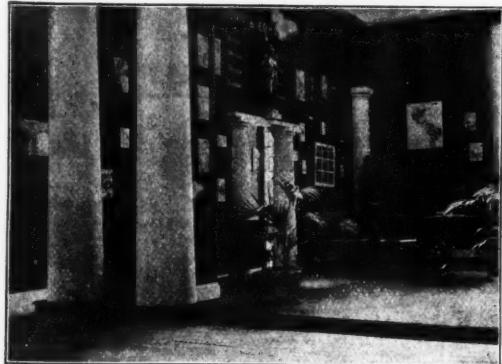
So strong has been Dr. Chandler's interest in libraries, a sore need in his state, that the governor made him a member of the State Library board. Still keener is his interest in college athletics, in which he looks as if he could still take a part. As president of the Virginia State Inter-Collegiate Athletic Association he so managed affairs as to win the high honor of eliminating professionalism from Virginia college athletics.

He has, of course, lectured for many years to the public school teachers of Virginia in their normal schools and the School of Methods at Charlottesville.

Silver, Burdett & Co. are to be congratulated upon securing so trained an educator and scholar to supervise their editorial work, and those who have business with the company will find meeting Dr. Chandler a true pleasure, the hospitality and courtesy for which Virginians have always been famous showing in him a typical representative.

The Ginn Exhibit at St. Louis.

The exhibit of Ginn & Co., of Boston, is one of the most interesting in the Palace of Education at the Louisiana Purchase Exposition, as the accompanying pictures show. Fourteen hundred publications of this firm are to be seen



an exhibit especially designed for the interest and profit of teachers. Also, the Ginn & Co. pavilion is a quiet and restful place, to which teachers and their friends are cordially invited.



Also, the Ginn & Co. pavilion is a quiet and restful place, to which teachers and their friends are cordially invited. A place where there are actual accommodations for resting may seem a slight thing to the teacher who reads this, but wait until that teacher gets to St. Louis. Then—

Century Company's Educational Exhibit.

A very important announcement to educators and the educational trade is made by The Century Company, as follows:

"Encouraged by the use of so many of its standard publications as readers and reference books in Educational Institutions, The Century Company has organized a department for the publication of books especially prepared for class use in schools and colleges. It is proposed to bring out only books for which there is a manifest need, and to maintain the high standard of mechanical execution which has made the other publications of The Century Company so justly notable."

Several text-books are then announced as being the initial publications of this department. These will be reviewed later, one of them "The Principles of Economics" by Dr. Frank A. Fetter, professor of Political Economy and Finance at Cornell, being so important as to require extended notice.

These books, while valuable and interesting, are not of a nature to cause any vivid anticipation of pleasure to the average reader. But there is one publication of this new

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department of The Century Company which is really delightful. M. H. Carter, of the New York Training School for Teachers, has compiled a series of animal stories from the pages of *St. Nicholas*. They are the very best stories about animals that have appeared in this magazine for the last thirty years, and that means a majority of the best animal stories ever told. There will be an introductory preface on the habits of American animals, with, among other things, a chapter by Frank C. Bostock on the origin and history of wild-animal training, which, we can see, will be to the juvenile world what the latest society psychological novel is to fashionable tea tables. We can hear the ringing discussion thereon in the base-ball field and around the coasting hill.

Then begin the stories themselves, Mark Twain on Cats Frank R. Stockton's tales of brave dogs, two panther stories'

exciting of course, and bear stories, among which is Bret Harte's "Baby Sylvester." The list of authors might be lengthily extended, including as it does, Lawrence Hutton, Hezekiah Butterworth, Lieut. Peary, Carolyn Wells, and many others. The stories are the classics of the animal world. The execution is what such material demands. Frederic Remington, Dan Beard, Reginald Birch, and even the great Gérôme being represented among the pictures. Primary teachers will realize the utility of this charming book. The stories are just the supplement for the so-called nature lesson, a supplement which will need no adjuncts to keep each child all attention in his seat. Little jingles and bits of animal humor in dialog and caricature are interspersed thruout the books. They are books the boys and girls will love.

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Grover	THE SUNBONNET BABIES' PRIMER "The book is most attractive, well graded, and full of life and interest." M. Adelaide Holton, Minneapolis, Minn. Illustrated.	1	.40	Mable	NORSE STORIES "One of the best things that has recently appeared for supplementary reading." H. B. Hayes, Rock Island, Illinois. Illustrated.	3-4	.40
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The Educational Outlook.

At a meeting of the board of trustees of the University of Illinois, held in Champaign, Ill., on Aug. 23, Dr. Edmund J. James, President of Northwestern university, was unanimously elected president of the University of Illinois. Dr. James has his election under consideration.

The Summer Institute at Plymouth, N. H., has closed a successful season under the direction of Channing Folsom, State Superintendent of Public Instruction. The corps of teachers was most able, being composed of superintendents of schools, principals, and well-known teachers from the normal school of New Hampshire, and from other states.

Mr. Emory L. Mead has been elected principal of the Utica Free academy to succeed Dr. Martin G. Benedict, who has become superintendent of the Utica schools. Mr. Mead comes to Utica from Milton, Mass., where he has been the principal of the high school for the past seven years. He is a graduate of Wesleyan university, Middletown, Conn., and before he went to Milton, was principal of the Natick, Mass., high school.

Mr. Mead has been very satisfactory as a principal at Milton, and his influence has been most helpful both in and out of school. He is a man of culture and the people of Milton regret his departure, as they consider his removal a distinct loss to the town.

The last member of the United States plans for a scientific expedition to jurors of awards in the department of higher education, Louisiana Purchase Exposition, has been appointed. Prof. Frank H. Wood, of Chatham, N. Y., professor of Greek; H. C. Butler, professor of architecture; Enno Littman, and Mr. Norris of New York City. The expedition will remain in Syria until next June.

Dr. Eugene Bouton, for ten years superintendent of schools at Pittsfield, Mass., has accepted the position of supervising principal of the schools of Glen Ridge, N. J.

The Astronomical Society of the Pacific has given its prize medal to Dr. William R. Brooks, director of Smith observatory and professor of astronomy at Hobart college. The medal is awarded on account of the discovery of the latest comet seen, known as the Brooks comet of 1904.

Work has been actively progressing at Cambridge this summer on the new building for the Harvard department of philosophy—Emerson Hall. It is expected to be ready for use for the college year 1905-'06. When finished, Emerson Hall will complete a beautiful quadrangle, whose other sides are Sever Hall, Robinson Hall and Quincy street.

Leave of absence has been granted by Princeton university to several of its well-known school for young ladies faculty, who have recently completed in New York.

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It is estimated that in September 625,000 children will present themselves at the doors of the New York schools. Not one will be turned away, but in order to admit every child it will be necessary to increase the size of classes and to put many thousand children on a half day basis.

This is not according to the wishes of the school authorities, but it is unavoidable. Sixty-five buildings are under construction, and the most extensive preparations in the history of the city are being made to accommodate the school population. But that population aided by tremendous immigration, grows at a rate which continually surpasses the expectations of the officials, who find it almost impossible to make the accommodations keep pace with it. Then almost continuous labor difficulties during the past year have prevented work from being completed on schedule.

To teach this vast number of pupils, 12,000 teachers will be employed, at salaries aggregating \$13,000,000 annually.

Many of the schools will open next month with new fire alarms and fire escapes. The need for improvement in this respect was noted after the fire in Chicago last December, and work began immediately. The recent terrible disaster in New York's own waters, in which so many of her school children perished, has made this warning still more impressive.

Technical Elementary Schools.

A committee of the New York City board of education is considering a recommendation from Associate Superintendent Meleney, to establish a special school for technical elementary education. There is a growing demand for such educational work. A large majority of the public school pupils in New York, when they arrive at the age of fourteen, leave school to enter into some industrial occupation. They enter necessarily as beginners. This new plan would give them the benefit of a technical training hitherto reserved for high school pupils.

There are a large number of children who do not want to go to school, and add greatly to the difficulty of enforcing the compulsory education law, who would probably be attracted by the congenial and practical character of this new course, and willingly attend it. That this is true is indicated by the large attendance at the private and religious elementary training schools, and the vacation schools, where such instruction is given. The benefit of the children, in forming regular habits and in better enabling them to start in their chosen trade, does not admit of dispute.

If the board of education approves this suggestion of Dr. Meleney, the proposed school will probably begin its career in the two school buildings at present occupied by the Manual Training high school of Brooklyn, which will soon move into its new quarters.

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Each year, by invitation of the school committee, the graduates of the Boston grammar schools gather for the June festival. Some time ago the graduates, about 4,000 in number, met in Mechanics Hall. Each class was headed by its master. Seats on the floor were placed for them. Each was designated by a banner bearing the school's name. The hall was decorated elaborately for the occasion. In the rear of the stage was a large painting of the seal of Boston, surrounded by flags and bunting in the national colors. At the right a large portrait of Governor Bates was placed, also surrounded by flags and buntings, while on the left wall of the stage was a picture of Mayor Collins. Around the fronts of the two balconies of the hall and also the front of the stage were festoons of bunting, and at the rear of the hall groups of flags and the state seal made effective decorations.

An interesting program was planned, opening with the entrance of a detail of about twenty cadets in uniform, headed by their own fife and drum corps. They marched up the center aisle of the hall from the rear, bearing their colors, which were placed in a stand provided for that purpose on the stage. The drums then beat the ruffle, and with the command, "Present Arms," three large American flags, which had been placed at intervals of the audience, were unfurled, letting

loose showers of red, white and blue confetti, which as it fell scattering here and there made a beautiful effect.

Following singing by all the graduates of "The Star Spangled Banner" came an address of welcome by J. Porter Crosby, of the committee of arrangements, of which he was chairman. A chorus of pupils from the Christopher Gibson, Henry L. Pierce, and Mather schools sang a selection, after which

Mayor Collins spoke to the graduates.

Graduates from the Chapman, Frothingham, Hancock, and Prescott schools then sang, to precede an address by John A. Brett, president of the school committee, whose remarks were followed by the singing of "America" by all in the hall. Then came the distribution of bouquets to the graduates, four thousand being required for those who have just received their diplomas. The bouquets were arranged in great tiers at the rear of the stage. Mayor Collins personally presented each of the graduates with his bouquet, and the boys and girls and young men and young women filed, one school at a time, across the stage to receive the flowers. To close the festival refreshments of cakes and ices were served to the graduates.

Boston Summer Schools.

The Boston vacation schools have closed a season of greatly increased effectiveness. The entire system this year was on a larger scale than before, supported by friends all over the country, and moderate sums paid by parents and guardians. Further endowments are, however, much needed.

twenty-seven schools being opened instead of seven schools as last year, and seventeen playgrounds instead of three. The increase in the number of teachers was from 194 to 307, and the daily attendance was sixty-seven per cent. higher than last season. An exhibit of work done will be sent to the Louisiana Purchase Exposition.

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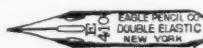
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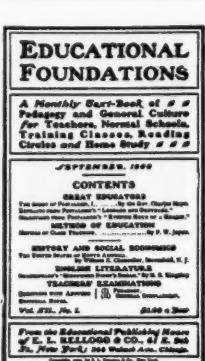
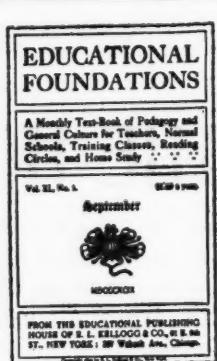
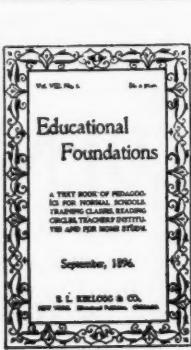
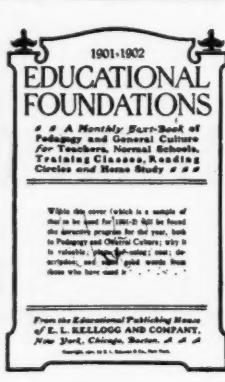
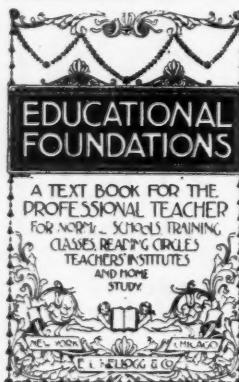


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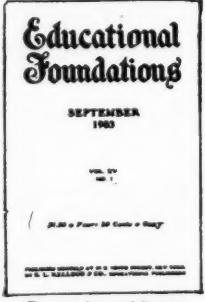
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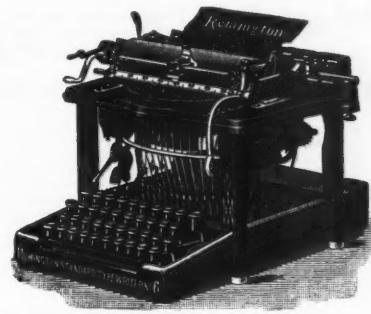
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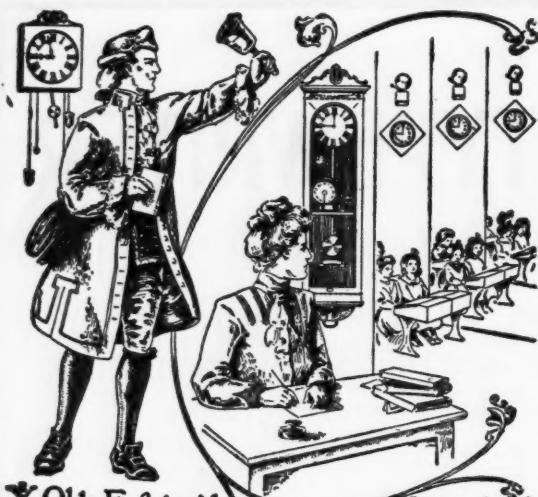
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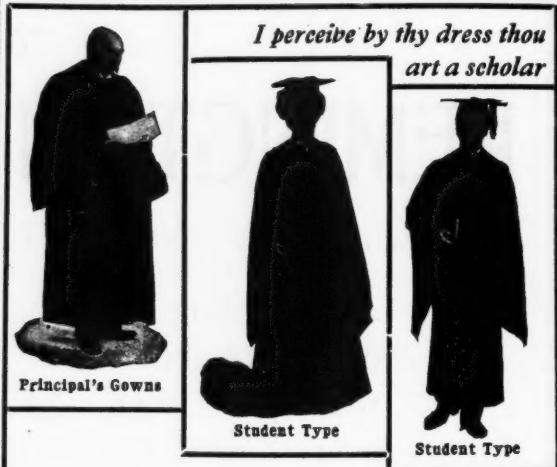
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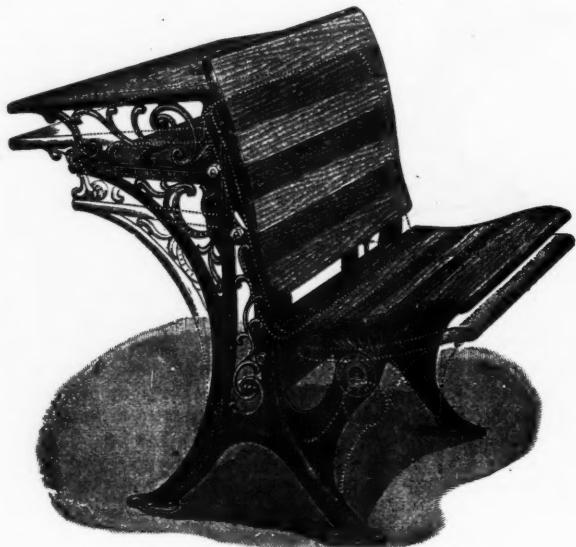
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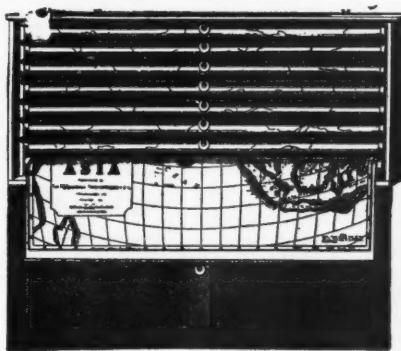
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Children's Children.

A little girl of seven one day went up to a gentleman, after they had got home from church and asked: "Have I any children?"

He regarded her with amazement. "What?" he said.

"Have I any children?" she repeated

"Well I should hope not," he exclaimed. "Why on earth do you ask me such a question as that?"

"Why in church this morning," said the little girl, "the minister preached about children's children, and I wondered if I had any."

The Essex Publishing Company of New York and Newark, N. J., have issued in their educational Booklet Series, three pamphlets on vocal instruction, by Louis Arthur Russell, the author of numerous other literature on the same subject. The titles of the pamphlets are "The Body and Breath under Artistic Control for Song and Fervent Speech," "A Plain Talk with American Singers" and "Some Psychic Reflections for Singers." The first of these is especially designed for private and class instruction.

Houghton, Mifflin & Co. have issued a new school book by W. F. Webster, principal of the East High School, Minneapolis, author of "Elementary Composition," and "English: Composition and Literature." The book is entitled "The Elements of English Grammar."

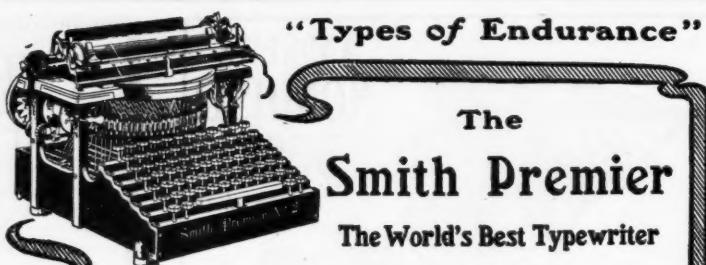
Traveling to Esopus.

The West Shore Railroad informs the public that it has made extraordinary preparations at Esopus, N. Y., to accommodate the large number of prospective travellers, in the way of waiting-rooms, side tracks, etc. All regular trains on the railroad, whether bound north or south, have been ordered to stop at Esopus, and the West Shore, announces itself ready to make special rates for parties desiring to journey thither.

This sudden interest in the little hamlet is due, as it is hardly necessary to remark, to the fact that nearby lies Rosemount, the home of the Hon. Alton B. Parker, Democratic nominee for President.

Of Great Value to Teachers.

The profession of teaching is one that wears heavily and constantly on the nerves; this upsets the digestive and other powers. Often the sufferer considers only the digestive problem, while the real trouble is with the brain and nerves. Dr. Percy, a famous New York physician, discovered that the wearing away of these could be met by the use of "phosphites" derived from the brain of the ox and from wheat germs, and his preparation has been prescribed by physicians for a quarter of a century. The editor of this magazine became acquainted with Dr. Percy, and tried the Vitalized Phosphites for a nervous break down with success, and can recommend them to teachers and others for brain exhaustion. He has recourse to them now from time to time and uses no other phosphites or phosphates. There are phosphates advertised that contain strychnine, and the user is wonderfully stimulated for a time, but the results afterward are disastrous. No bad effects follow the use of Crosby's Vitalized Phosphites.



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Columbia's Coming Anniversary.

Twenty thousand visitors have been asked by Columbia university to the one hundred and fiftieth anniversary of the foundation of King's college, to be celebrated October 29-31.

This will not be an inter-university celebration, such as was the recent Yale bi-centennial, but all of those who take part in the program will be alumni of Columbia, of whom fourteen thousand are living.

There will be a general public reception on Friday afternoon, Oct. 28, at which all of the university buildings will be thrown open to visitors, the officers of the different departments holding special receptions in their own department buildings.

On Saturday evening, the Columbia University club invites all graduates and former students of the university to a smoker at the club house.

On Sunday afternoon, there will be a service of praise and thanksgiving in the gymnasium, the sermon to be preached by the Rt. Rev. William Croswell Doane, Bishop of Albany, former Chancellor of the University of New York.

On Monday morning the cornerstone of four new buildings will be laid: the university chapel, the school of mines building, Hartley hall, and a new dormitory. If it is completed in time, the Thompson Physical Education building of Teachers College, will then be dedicated.

Among the distinguished guests will be the Most Reverend Randall Thomas Davidson, Archbishop of Canterbury and Primate of England, one of whose predecessors on the throne of Canterbury signed the original charter of King's college.

School Education in France.

The school question in France, which has been so absorbing a matter in that country for the past year or more, is rapidly hastening toward a crisis—or a solution, according to which view one takes of the problem. The government now appears determined to concentrate all education absolutely in its own hands. The steps in this process have been gradual, and the peculiarity is, that each step has been proclaimed and believed to be the final one, until suddenly the next step was announced. When the first in the series was debated in the Cham-

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ber of Deputies, no person, advocate or assailant, dreamed that the present situation would be the outcome.

Some years ago, Mr. Waldeck-Rousseau, then premier, introduced a law, according to which all teaching by religious orders was forbidden, except to orders expressly authorized by the government to continue their schools. Mr. Waldeck-Rousseau announced that this law was aimed at those orders only which were believed to be enemies of the Republic, and emphatically declared that the required authorization would be given to all the orders which confined themselves to their religious and educational work, and avoided taking part in the political campaign against the Republic.

This declaration undoubtedly expressed the sincere purpose of the author of the law. His subsequent conduct proves it.

By this legislation, a number of religious orders were disbanded and their schools suppressed, but as they were under grave suspicion of being enemies of the present republican institutions of France, their suppression could not be justly imputed either to bigotry or partisanship.

But in a short time Mr. Waldeck-Rousseau resigned the premiership, and was succeeded by Mr. Combes. Immediately a change took place in the spirit of the government. The existing law was given a most drastic enforcement, and additional laws of still greater severity were obtained, from time to time. One hundred and fifty schools and over three thousand religious houses which had not been specifically authorized, but which belonged to orders which had received general authorization, were ordered to disband within eight days. Of the sixty congregations of men which applied for authorization, only five received it.

The government now announces that, under the new laws, all congregations are to be prohibited from teaching, ten years however being allowed, if the premier pleases, for their suppression, in order that some provision may be made by the State for the education of the children thus deprived of instruction. In the meantime, these congregations are not to receive new members, and their novitiates have been dissolved. But the enforcement is now more severe than the recent announcement would have led one to expect. A list of twenty-four hundred schools was lately published, which were to be discontinued at the end of this year, and now comes an additional order closing on the first of this October, seven hundred and fifty boys' schools belonging to the Christian Brothers, ten hundred and fifty-four girls' schools taught by various congregations of nuns, and six hundred schools connected with refuges and orphanages. And it must be remembered that not one of any of these schools received a single franc from the public treasury. They were supported entirely by the

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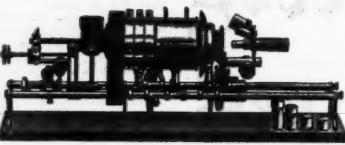
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WILLIAM S. BIRGE, M. D., SUPT.

ELLA F. BIRGE, M. D.

French church and private benevolence. The government did not retake its own property. It simply seized property which belonged to some one else. One million, six hundred thousand children are taught in the existing church schools. The government must provide for them, for it is evident that the few remaining religious schools are simply awaiting a postponed doom, nothing less than the utter extirpation of all Roman Catholic education in France being sufficient to satisfy Mr. Combes.

Such is the result of the initial measure to disband a few orders suspected of machinations against the existing political order.

The arbitrary closing of old establishments, some of them of the most venerable and picturesque antiquity, the annihilation of the inoffensive equally with the guilty, the ostentatious contempt for the most deep-seated and sacred beliefs and feelings of millions of citizens and the proclaimed resolution, not merely that the State will teach, but that the church shall not teach, has excited the astonishment of other countries, not unmixed with disgust at what appears, in many of its aspects, as a barbaric vandalism. This surprise and disapproval is particularly felt by those countries which voted for free public education and perfect religious tolerance. They cannot view with favor the liberalism which in its extreme anxiety to be untainted with the slightest touch of religious bias, becomes as bigoted in its own way as any fourth century Egyptian anchorite, and proceeds, in its narrow devotion to its un-religious tenets, to persecute ruthlessly ecclesiastical establishments and confiscate noble and valuable educational foundations.

A new series of pocket English classics is announced by the Macmillan Company. The earlier issues include "Quentin Durward," "The Talisman," Hawthorne's "Grandfather's Chair," and a selection of tales from the Arabian Nights.

Prof. John Bates Clark, of Columbia university, recently delivered a series of lectures in Cooper Union on the general subject, "The Problem of Monopoly." The Macmillan Company now offers these lectures in book form. The nature of the work is indicated by its contents: "The Growth of Corporations," "The Sources of the Corporation's Power for Evil," "Great Corporations and the Law," "Organized Labor and Monopoly," "Agriculture and Monopolies," "Government Monopolies."

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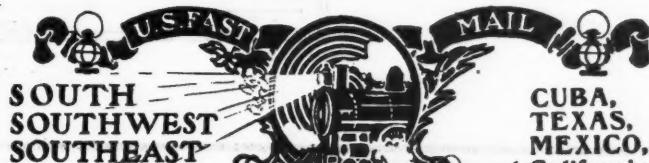
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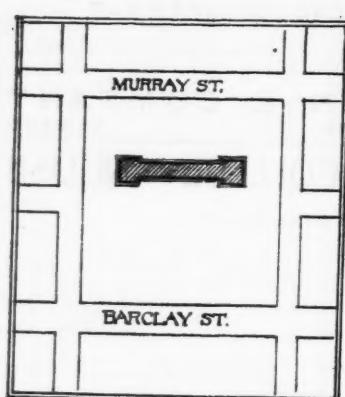
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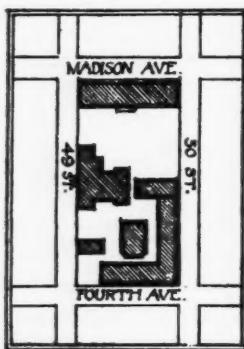
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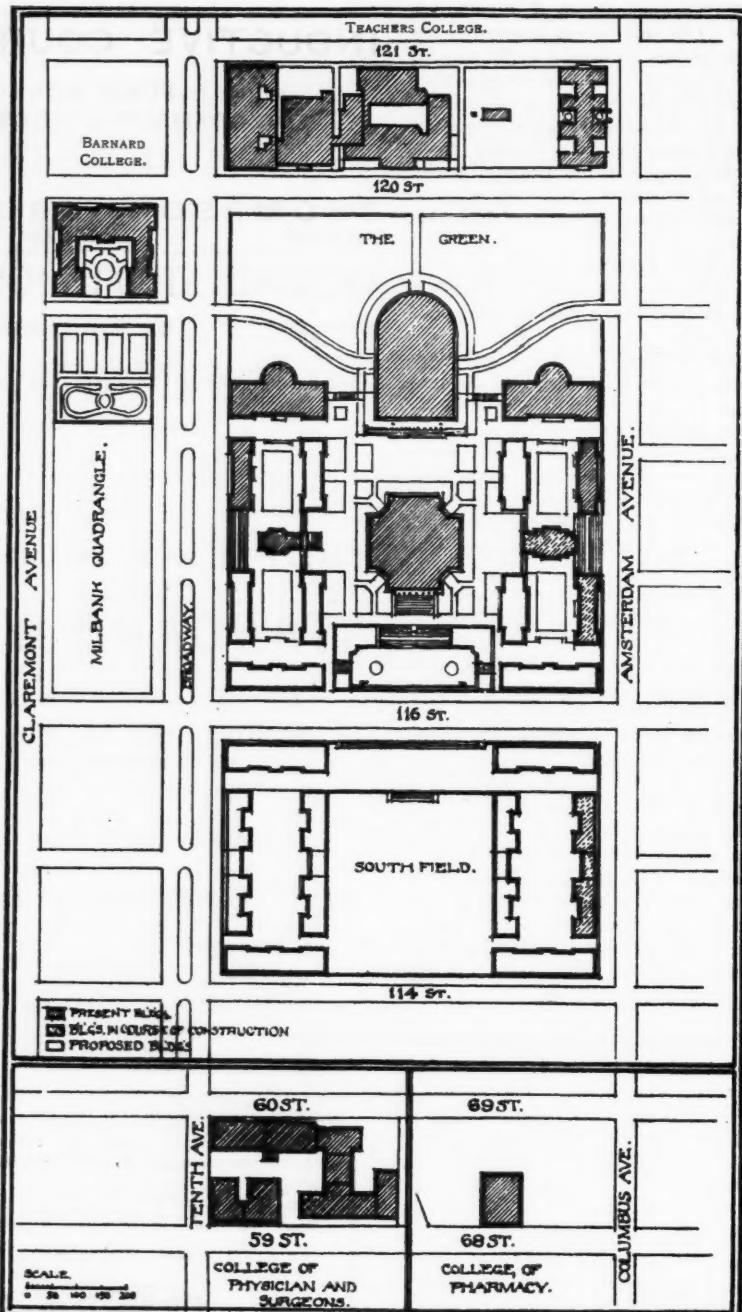


King's College, 1760.



Columbia, 1890.

(See note on page 309.)



Columbia University, 1904.

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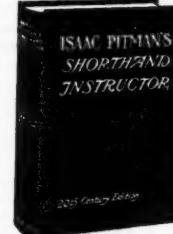
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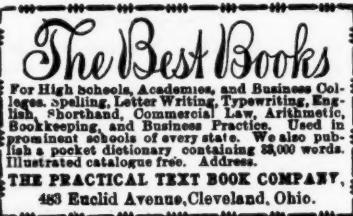


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Longmans, Green & Co., publish a "Greek History," by Alice Zimmern.

A literary announcement that will cause anticipation of pleasure to many is made by the Putnams. In the early fall they will issue "Literary Landmarks of the Scottish Universities," by the late Lawrence Hutton, who was so long associated with the administration of Princeton university.

A memoir of the late Paul Ansel Chadborne, once president of Williams college, is being written by Mr. Justice Barker of the supreme court of Massachusetts.

Prof. J. A. Culler, of Miami university, has written "The First Book of Anatomy, Physiology, and Hygiene of the Human Body." The book is one of the physiology series of the J. B. Lippincott Company.

In the September *McClure's* Ida M. Tarbell reaches the most interesting of her papers concerning the "History of the Standard Oil Company" in "The Price of Oil."

Miss Tarbell says that notwithstanding the belief of some people, the Standard Oil company has never really cheapened the price of oil.

Oil now costs from 12 to 15 cents a gallon, which men recall they paid 50 and 60 cents a gallon for forty years ago. But Miss Tarbell says that in that time the cost of the crude article has fallen still more, and the price never has fallen at any time except when competition has troubled the Standard Oil. There is no settled price for oil in this country. The range is tremendous. It varies according to the competition in each locality. And then, high domestic prices have often been made to offset low export ones. Right now, says Miss Tarbell, we at home are paying dearly for oil to help the Standard warfare with Russian, Roumanian and Asiatic oils. It is a most interesting paper throughout.

A new novel by Sir Gilbert Parker is a pleasant event to the reading world. Messrs. Harper & Brothers announce that one will be published in September, entitled "A Ladder of Swords," the scenes being laid in Elizabethan England. As it is understood that Queen Elizabeth herself will be one of the characters, one cannot but admire Sir Gilbert's temerity in risking a comparison with the immortal author of "Kenilworth." But the task, altho difficult, may be successful; the great Queen was a many-sided character.

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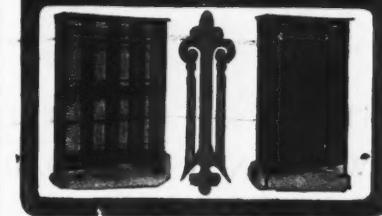
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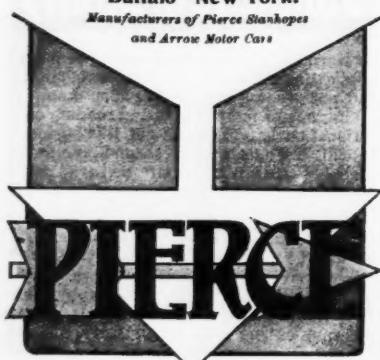
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Here and There.

An item in one of the dailies says that there are now 39,000 young women studying in the American colleges, of whom 20,000 are in the group of twelve states which make up what has been commonly known as the West. Illinois leads with 4,300 pursuing higher education and there are 3,400 in Ohio and 2,300 in Iowa. Contrary to what would be expected, the number is much smaller in the older states. Massachusetts has only 700, and New York 1,700.

Ellsworth G. Lancaster, Ph.D., of Colorado college, has accepted the presidency of Olivet (Mich.) college, to succeed Willard G. Sperry, who was obliged to resign on account of ill-health. Dr. Lancaster is a native of Maine. He is a graduate of Amherst college and Andover seminary, and he received his Ph.D. from Clark university. He has made a specialty of pedagogy and is president of the department of child study of the National Educational Association.

Dr. Ernest Warren Porter has been elected president of the University of Washington which is located at Seattle.

Professor Koch, the bacteriologist, has been elected to succeed the late Professor Virchow as member of the Berlin Academy of Science.

The vacancy in the presidency of the John B. Stetson University, De Land, Fla., which has continued now for a year, has been filled by the election of Prof. Lincoln Holley, Ph.D., of Bucknell university.

Orange, N. J. has a new form of the "Reward of Merit." It has been proposed, and will probably be carried out next year that the best boy raise the flag for the coming week.

There has been considerable public discussion in Henderson, Ky., over the advisability of the kindergarten, in the public schools and as to whether such studies as music and drawing should be in the curriculum.

Superintendent McCartney has made his annual report to the Henderson Board of Education, and in it he strongly defends these studies, showing admirable boldness in defense of the interests committed to his care, according to his view of those interests. He states emphatically, however, that the great emphasis has been laid upon the so-called "common branches."

He strongly recommends constant medical inspection of the schools, and that branch libraries of the Henderson Library be established in each school building.

It is pleasant to be able to record that an Art Exhibit of a high character was held in the Henderson high school in April, and that the legislature of Kentucky has increased the amount of money available for school purposes. It is to be hoped that Superintendent McCartney's prognostications of much evil from inferior text-books, owing to another new Kentucky law, will prove unfounded.

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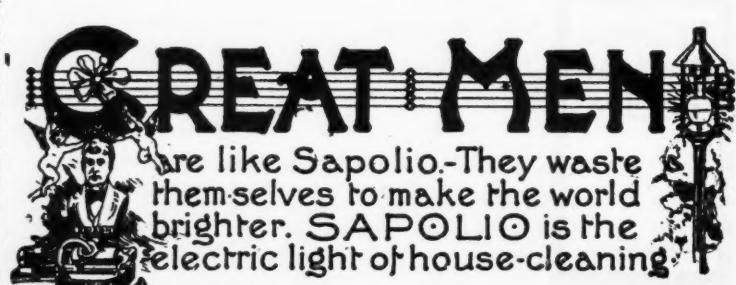
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dents who give their days to the industrial work make the most energetic members of the evening classes.

During the twenty-three years of its existence Tuskegee has been steadily building itself by the efforts of its own students, and the year just closed has been no exception.

The work begins with the brick yard. When the yard was started the bricks were made by laborious hand work at the rate of about 9,000 per day. Now they are turned out by steam machinery at the rate of thirty thousand and of course are of the finest quality. These bricks have been laid by the masonry division into four large buildings, the Huntington Memorial and office buildings, with the business offices of the school, a model of the best forms of modern buildings, a gymnasium and two dormitories.

The wood work for these buildings has been produced in the mills of the school and placed in position by the carpentry section.

But the most significant work of the year has been the installing of a 7-kilowatt dynamo for street lighting and the work of the steam and engineering division. This department installed a new water works system, fully equipped with 40 horse-power boiler and duplex pump of a capacity of 10,000 gallons per hour. All the work of this was done by the students from the drafting of the plans to the final setting, an astonishing result.

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Philadelphia has recently become aroused on this most important subject, and steps of great significance have been taken.

When Dr. Edward Martin became director of the Department of Health and Charities of Philadelphia, the *Press* of that city called to his attention the fact that the death rate among children under five years of age was one in four, 7,500 little tots surrendering their lives every year in the Pennsylvania metropolis alone. Attention was also called to the magnificent work being done in New York thru the generosity of Mr. Isidor Straus, former minister to Turkey.

Dr. Martin at once investigated the New York plant for the pasteurizing and purifying of milk, and he had an interview with Mr. Straus. The latter was impressed with the need of similar work in Philadelphia, and immediately offered to give the necessary apparatus and to send over assistants to install it. A building was soon secured and the Philadelphia Pasteurized Milk Society was organized.

The advisory board of this organization is composed of prominent men of Philadelphia and of one representative each from the fifteen local organizations devoted to the interest of children.

The new laboratory is said to be the finest and best equipped in the world. It has availed itself of the latest scientific knowledge, and 15,000 bottles of milk can be treated daily. The attendants are required to keep themselves spotless. Their white uniforms are changed daily, and under no circumstances can they be worn on the street. Every detail of the building is so arranged as to insure cleanliness, and to avoid a lodgment for disease germs. The treatment of the milk is in charge of an expert. Under his care the milk undergoes the "modifying" process, being mixed with barley-water, lime-

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In New York, stations are maintained on the recreation piers which the city has lately opened on the Hudson and East rivers, and in those parks which lie in or near the crowded districts. Several stations are maintained also in the midst of the congested districts themselves.

Inter-city Football.

An arrangement has been made by those representing the high schools of this city and Prof. Arthur Howes, of the Central High school, of Philadelphia, for a series of foot-ball games in the fall. The DeWitt Clinton high school furnishes the New York team, and a series of nine games has been planned.

Mr. William P. Sleight, for twenty-five years a school trustee and clerk of the board of education, at Mt. Vernon, N. Y., died on July 10, of apoplexy. At the time of his death, he was commander of the Farnsworth Post, G. A. R. and cashier of the Westchester Fire Insurance Company. He was one of the 1,000 New Yorkers who founded Mount Vernon fifty-years ago and drew lots for the property. In the Civil war he served in the Seventy-first New York and took an active part in the first battle of Bull Run.

Education at Constantinople.

The American College for Girls is doing substantial service. At the last commencement the eight young women graduated represented three nationalities. Four were Armenians; three Bulgarians, and one an Albanian, and the class was unusually brilliant, for all the members secured honor rank. The exercises consisted of extracts from their theses, and an address by Dr. George Washburn on "The Place of the School in Education."

In the absence of President Patrick in America, Dean Fensham conducted the exercises, while Hon. John G. Leishman, minister of the United States, presided.

A large audience was present, including representatives of his excellency the minister for public instruction, and other Turkish officials, representatives of the American Legation and consulate, of the Russian hospital, the Bulgarian agency, and exarchate, of the Greek legation, the Armenian patriarchate and other ecclesiastical and educational institutions in the city.

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